

# University News

A WEEKLY JOURNAL OF HIGHER EDUCATION

Vol 37 No 19

MAY 10, 1999

Rs 9.00

**K.K. BAJAJ**

## **Human Rights and Higher Education**

**J.N. KAPUR**

## **Do We Need to 'Indianise' or 'Westernise' Our Educational System?**

**K. WALIA & J.S. RAJPUT**

## **Extended Duration for B.Ed. Programme**

**MURLI MANOHAR JOSHI**

## **Indian Model of Management —Convocation Address**

ENVIRONMENT EDUCATION & AUDIT

GANDHIAN THOUGHTS ON EDUCATION

CONFERENCE ON TRANSLATION STUDIES



*Association of Indian Universities*

# INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Maidan Garhi, New Delhi-110068.



D

O

N

G



*Invites Applications for admission to the following programmes for*

## **JANUARY 2000 SESSION**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Master of Arts in Distance Education</li><li>● Master of Library and Information Science</li><li>● Bachelor of Library and Information Science</li><li>● Bachelor's Preparatory Programme leading to B.A., B.Com for non 10+2</li><li>● Bachelor of Arts</li><li>● Bachelor of Commerce</li><li>● Bachelor of Science</li><li>● Bachelor of Technology in Civil (Construction Management)</li><li>● Bachelor of Technology in Civil (Water Resource Engineering)</li><li>● Bachelor in Tourism Studies</li><li>● Bachelor of Science in Nursing</li><li>● Post Graduate Diploma in Distance Education</li><li>● Post Graduate Diploma in Higher Education</li><li>● Post Graduate Diploma in Maternal and Child Health</li><li>● Post Graduate Diploma in Journalism and Mass Communication</li><li>● Post Graduate Diploma in Translation</li></ul> | <ul style="list-style-type: none"><li>● Post Graduate Certificate in Writing for Radio</li><li>● Post Graduate Diploma in Rural Development</li><li>● Advanced Diploma in Tourism Studies</li><li>● Diploma in Tourism Studies</li><li>● Diploma in Creative Writing in English</li><li>● Diploma in Creative Writing in Hindi</li><li>● Diploma in Early Childhood Care and Education</li><li>● Diploma in Nutrition &amp; Health Education</li><li>● Certificate Programme in Tourism Studies</li><li>● Certificate Programme in Rural Development</li><li>● Certificate in Teaching of English</li><li>● Certificate in Guidance</li><li>● Certificate in Food &amp; Nutrition</li><li>● Certificate in Nutrition and Child Care</li><li>● Certificate Programme in Disaster Management</li><li>● Certificate Programme in Environmental Studies</li><li>● Certificate Programme in Participatory Forest Management</li></ul> |
|--|--|

The Prospectus can be obtained from all the **Regional Centres/Partner Institutions of IGNOU** or from **Director (SR&E), Maidan Garhi, New Delhi -110 068**, in person, on payment of Rs. 10/- in cash or through post by sending an IPO or Demand Draft of Rs. 50/- drawn in favour of IGNOU payable at New Delhi/at the city of the Regional Centre/Partner Institution concerned, from where prospectus is required.

### **Last Dates:**

Requisition for supply of Prospectus by post : 15.7.99  
Submission of forms at the Regional Centre : 9.8.99

An electronic version of the Prospectus is also available at IGNOU website at <http://www.ignou.edu>

Separate notification will be issued for admission to Computer Programmes.

**DIRECTOR**

Student Registration & Evaluation Division

# UNIVERSITY NEWS

VOL. 37 MAY 10  
No. 19 1999  
Price Rs. 9.00

A Weekly Journal of Higher  
Education published by the  
Association of Indian Universities

## IN THIS ISSUE

Human Rights and Higher Education	1
Do We Need to 'Indianise' or 'Westernise' Our Educational System?	7
Extended Duration for B.Ed. Programme	11
Convocation IIM Lucknow	17
Campus News Gandhian Thoughts on Education	21
Environment Education & Audit	21
Conference on Translation Studies	23
Agriculture ICAR Regional Committee Meets	25
News from UGC Countrywide Classroom Programme	27
Book Review	29
Theses of the Month	32
Classified Advertisements	37

Opinions expressed in the articles  
are those of the contributors and do  
not necessarily reflect the policies of  
the Association.

### Editorial Committee :

Prof. K.B. Powar  
Prof. B.B. Dhar  
Mr. Sutinder Singh

### Editor :

SUTINDER SINGH

# Human Rights and Higher Education

K.K. Bajaj\*

## Human Rights — A Preview

Human rights discourse in its modern frame is essentially the old idea of freedom and rationality of human kind getting affirmed and actualized. It has now acquired a universal presence and embraces totality of human existence in all shades. It is for this reason that the language of rights and its application continue to be defined afresh with its emancipatory potential to ensure building of good society. While now it is a dynamic concept and has started finding expression constantly covering new areas it continues to be linked to higher levels of human development. It is no longer a mere ideological construct of philosophers, social thinkers and lay politicians but it is an issue of social justice putting check on ever increasing manipulative capacity of physical force or coercion of any form on the part of the state in regulating relations among human beings. Human progress and prosperity remain now linked to the degree of reverence to human rights in different communities. In the global context, with so much of social stratification, based on confusing cultural pluralism, material diversity, regional considerations, religious beliefs, poverty and political patchwork, human rights have now acquired a new concern and poignancy and call for a definite drive for social awareness and recognition.

Concern for human rights is as ancient as contours of human culture. With the march of civilization, as the societies progressed, constitutional obligations for their governance also emerged while initiating compatibility and coordination with animate and inanimate surroundings. Human rights gradually came to acquire new connotations and locations despite state ambiguities in their formulation and protection. In retrospect, it is difficult to trace the exact course of the evolution and practices of human rights as social philosophers and rulers applied their minds to the rights as certain legal interests in the context of governance of society for maintaining their sovereignty. These have been accepted as claims that are legally and socially recognized and are enforceable by an external legitimized authority in a civil society.

References to Laski for whom rights are not merely certain legal interests of the individual but the requirements for the development of his personality both physical and spiritual, Hobbes' concept of human existence in the state of nature, Locke's theory of social contract, Rawl's principles of justice assigning rights and duties and Rousseau's and Kant's views offer significant insights into the understanding and conceptualization of the implications of the ongoing debate on human rights. These issues then were an offshoot of 'liberty' within the framework of state structure. However the recent collapse of Soviet Union has called for a reappraisal of the incongruities in the paradigm and practices of human rights in all their political and social contexts.

Human Rights is not merely a language of compassion, cooperation, consideration and communication in human affairs. It is the grammar of a civilized society to protect human kind with its dignity, equity,

\*Dean of Colleges-cum-Director, College Development Council, Himachal Pradesh University, Shimla-171 005.

existence and non-exploitative social justice. When incorporated in state system, human rights embrace within their ambit humanitarian impulses as could be seen in edicts of Ashoka, Christian Order of Things, Concept of Social Relations as propounded by Confucius in China, Raja Ram Mohun Roy and Gandhiji in India, while championing the cause of removal of untouchability and restoration of dignity to the socially deprived people. Thus journey of human rights is perennial and is linked to human kind. They are individual rights, collective rights, social and economic rights, political and religious rights, cultural and environmental rights, and rights to life of dignity.

#### **Human Rights — Role of Education**

Education develops critical faculty to endow a person to discover his location. In this process it has a unique actualization role. It enables the individual to reflect and face reality in a positive frame. Despite India having celebrated fifty years of her independence, perceptual fallacies in the task and role of higher education survive. Though most of us refer to education as a delivery system to realize our social and economic goals yet the kind of empowerment that education should have granted to realize worth and dignity of life has been missing. It may have led to certain amount of economic empowerment yet the creation of conditions to ensure the respect for human dignity has eluded the function of higher education. To this extent higher education has shown operational collapse. It is in this context that a fresh effort requires to be convened to sensitize the system for better realization and awareness about its role and responsibility.

At the very outset Human Rights education policy and planning has to be looked at from the angle of promoting understanding and respect for all people, their values and ways of life despite different cultural traits and civilizations. Regard for inherent dignity and equity for all human beings is the basis for the entire approach. Human rights issue has been keenly debated ever since the beginning of institutionalized social and political state order. It has been seen undergoing an evolutionary perceptual change in the context of totality of human kind. Its expanded expression is now available in the political agenda of every government. The lawyers, activists, reformers and sundry citizenry have shown growing realization as opinion builders in society. The founding fathers of our Constitution enumerated rights as fundamental rights and then the directive principles of state policy, which covered almost the entire range of universal declaration of human rights.

It was not merely a matter of fighting against social injustice or inequity, which was important, but the preservation of dignity of human kind, which was sought to be respected through such constitutional safeguards. For example, the Indian constitution incorporates most of the rights enumerated in the Universal Declaration in two parts—the Fundamental Rights and the Directive Principles of State Policy. The first set of rights enumerated in Articles 2 to 21 of the Declaration are incorporated under the Fundamental Rights—Articles 12 to 35 of the Constitution, and the second set of rights enunciated in Articles 22 to 28 of the Declaration are incorporated under Directive Principles—Articles 36 to 51 of the Constitution. This led to the realization that human rights have a significant role to play in the national context.

While exciting changes have taken place in our social and economic development with growth of our higher education system notwithstanding, our people have generally remained culturally, socially and educationally marginalised in the context of observance of human rights. It is, therefore, imperative that they be sensitized to seek their fair share of existence with dignity and liberty in social progress. While national well being is linked to areas of trade, transit, education, equity and social justice, higher education has to play a significant role towards the social order, which ensures full and free development of every individual and prepares him for the future challenge. This calls for creative contributory action on the part of institutions of higher learning to catalyze faith in fundamental human rights. Democracy and protection of these rights constitute the cornerstone of any developing society. Our educational priorities have now to accommodate our urge to change and reflect to create spaces for the socially marginalised people.

Concern for Human Rights of the socially disadvantaged and economically backward has always been talked about but human rights are essentially related to right to life sustained by essentialities. Every human being has a right to live with dignity. All social, economic and political efforts are to be geared to promote and protect the dignity and survival of human kind. For this equity, social justice, freedom from cruelty and awareness about human rights alone would be needed to result in the empowerment of those that are affected and exploited. Higher education with its unprecedented and impressive development particularly through the modern information and technology revolution, has to respond to this challenge in order to play its key role and sensitize society with its focus on its total acces-



sibility against all unlawful force either by the state or individuals or groups.

### **Human Rights and Institutions of Higher Education**

Human Rights education in our country, both in its content and spread, has shown signs of complacency, political, academic and otherwise, coupled with resource constraints. Institutions of higher education have not been able to offer viable courses in Human Rights because job opportunities or self-employment possibilities have not been available to the students. Apart from this, the need for establishing a culture of respect for human rights has not been established. Human rights education has not even become an integral part of our law courses. There has been no institution exclusively dedicated to the promotion of human rights studies except the Centre for Promotion of Human Rights Education and Research (HURITER), JNU.

Human rights have now attracted international attention. Their protection is now correlated to capacity for social action. In this emerging scenario, universities and colleges have to play an important role. They have to respond to public needs with all their instructional autonomy and its concomitant role for social action and accountability. Even our New Policy on Education identified laying of emphasis on human rights education through the promotion of values such as of heritage, democracy, secularism, access, equity, protection and removal of social barriers etc. Emphasis on equal opportunity and awareness about equality of everyone constitutes an important function of education. To create awareness amongst students, to ensure that human beings live with assured dignity is in itself an important function of educational institutions. Human rights education has to refer to basic liberty without which men, women and children cannot live with dignity and respect. This is irrespective of colour, caste, community, creed, place of birth etc. Though protection of these rights is a legal obligation of the state, creation of human rights awareness is the function of higher education. It is not merely through imparting of routine information but it has to go beyond usual modalities, formal, nonformal and informal, to sensitize the people to imbibe respect for human rights. It has not merely to be an informative and academic exercise; it has to evolve learning processes and strategies. In doing so, action research with full information on social exploitation is important. Training of students and dissemination of public information are indispensable components of human rights education, which alone will make it relevant and credible. For this, restructuring and realignment of courses in Law, Humanities and Social Sciences

with an interdisciplinary approach and incorporation of illustrative activities with a sharp focus on the rights of children, women, aged, mill workers, prisoners, dalits, pavement dwellers, scavengers, sex workers, girl child, victims of religious intolerance and social discrimination etc, has to be established at the core of such courses.

The involvement of NGOs and law enforcing agencies can contribute significantly to promote progressive thinking. Training of public mind through awareness programmes, audio-visual aids, extension activities such as national service scheme, adult education programmes, population education programmes and other such area specific programmes can extend the outreach of human rights awareness programmes to the grassroots level.

### **NHRC and SHRCs**

National Human Rights Commission set up through parliamentary legislation in 1993 is a statutory institution. Seven other State Human Rights Commissions have also been set up so far. They are not merely shoulders to cry on, created by the governments. Their interventionist role can be invoked to spread human rights education across the length and breadth of the country; their guidance and leadership role in national and state extension services to spread awareness about human rights through formal and non-formal channels can be useful in educating our students.

### **Human Rights and Higher Education**

It is time higher education had a basic component of human rights to arrest social exploitation and aberrations that mar our society. Higher education institutions must reflect our concern for development and social integration besides preservation of democracy and peace. All areas of human existence with dignity should be focused for better comprehension. Human rights education as a full-fledged academic discipline should take into account historical perspective, cultural and philosophical background, national and international theories, practices and covenants, fundamental rights and duties with special reference to gender justice, rights of the child, custodial exploitation and other kinds of exploitation of the weaker sections of society. Such an attempt, in the Indian context, should also evolve due perspectives on such live issues as have been amplified in our Directive Principles of State Policy. In fact, human rights education has to be used as an important strategy of empowerment effort for educating the disadvantaged sections of society in their struggle for realization of their human rights.

As these courses are made comprehensive and are balanced with perspectives—both national and international—they have to be models for the agencies engaged in their enforcement. In fact human rights courses should have universal application and appeal. They should not be seen as mere adjuncts to syllabi. They should be offered to have people as the most central feature to them. They should offer a basic orientation keeping in view the diversity of background of student segments. These courses should integrate the concern for development, preservation of environment, democracy and peace and social equity. They should aim at changing attitudes.

Our educational priorities must reflect the needs of the changing world. Pedagogy is concerned with selection, organization and evaluation of knowledge. It aims at developing capacity. Going past informative boundaries we have to structure information and knowledge in the context of current questioning and offer courses for the systematic social action through reformed strategies. For this, development of courses on human rights has to be a continuous exercise to be matured through workshops, for better collaborative thinking and social action through improvement and consensus building. The courses must reflect the national concern and regional emphasis. These may be flexible and correlated to our regional social contexts and promote reflection on common issues and cut down the barriers of scholarship and isolation. They must focus on parallel problems and raw realities of life with constitutional imperatives for which cross section of interdisciplinary teachers may be invited as in the case of curriculum development councils to restructure courses. Simultaneously human rights should be critiqued for better understanding, learning and applicability through executive and legislature.

Teaching of human rights courses has to be a collaborative excise involving informal teachers also as its constituents. Adequate use of local experiences, highlighting the ground realities encountered by people at work be invoked. Use of printed material, audio-visual support, textual and other inputs may supplement the endeavour. All this can lead to social action through better informed strategies.

Thus human rights education has to be an input to consolidate democracy which is not a mere form of government, it is a set of values and a way of life that ensures respect for identity, choices, capacities and abilities of every human member of the society. It has to safeguard human dignity with shared justice—social, economic and political and where people are not exploited through practices of power and

oppression. This has to envisage a fresh orientation for a new experience and social action both in learning and teaching. It calls for networking of human mind for social action both national and international. It calls for a revision of our objectives of courses and curriculum with a new shift for humanity and human rights culture for which methodologies have to be changed. The attitudes have to be more professional and the entire approach more vigorous in its orientation and application.

Human rights should be publicised to enlarge the scope of their implementation through an interface with law and society. Their procedural problems, their critical nuances and their operational obstacles should be highlighted amid contradictory situations among communities, individuals, nations etc. Human rights violations should be framed and critiqued in open debates. Basic issues and infirmities should be underlined in international documents, local conditions, communities, curriculum, gender violence, exploitation etc. The specificities in the role of law enforcing agencies such as the police, armed forces, investigative agencies and crime syndicates be identified for better information and social visibility.

Such issues as state behaviour, cultural peculiarities, political pluralism, economic disparities have strong bearing on human rights. National and international agencies and NGOs who enjoy insiders' sensitivity work in many brackets to consolidate respect for human rights. Their case studies are informative and insightful. These contribute significantly to our non-conventional pedagogy.

Teachers of human rights should have media awareness and exposure, NGO exposure, knowledge of case studies, legal background and a continuous flow of information on allied subjects. Their linkages with other subjects and faculties can be a relevant input. Thus they have to embody various sets of arrangements, which will be different from a conventionally professional equipment to make them a success story—their agenda is diverse and socially live. All interaction and analysis will be then enabling qualification while field interaction an added virtue.

#### UGC and Human Rights Education

It is equally important to stress that UGC is a major national partner in the promotion of human rights culture as it considers it to be one of the major objectives of higher education. Many seminars and workshops arranged by it have constituted a commendable step in this direction besides promoting Human Rights courses in colleges and universities

with financial support. These have all aimed at information sharing with a continuing relationship between institutions of higher learning and human rights education. Besides this the exercise has offered many options and viable suggestions in the process while putting huge priority on this important contemporary concern. This has also offered opportunities to have a horizontal and vertical glance at issues, areas, problems associated with human rights education and disseminate the views generated and ideas exchanged to enrich the subject.

Such exercises have not merely been intellectual but have built linkages between what happens in society and what could be the action oriented ways to sensitize people to change their attitudes and their stereotyped images. These also result in understanding, tolerance and respect for one and all despite diversities. In fact they help us situate the human rights issues in the wider context of socio-economic contradictions. In a way these result in an effort to redetermine the role of higher education and redefine its priorities inside the classroom and outside the classroom. These make us better informed and facilitate change at our level of thinking for corresponding social action.

Thus human rights education is a complex but vibrant concern for an age in which higher education institutions have to contribute significantly in order to change the complexion of our society and rid it of its aberrations that stall its development.

#### References

- Agrawala, S.K., *Universities and Human Rights Education* (unpublished paper).
- Burman, B.K. Roy, *Human Rights in Perspective: Paper in Study Week on Human Rights and Human Rights Education* (18-22 August, 1998) IAS, Shimla.
- Hadden, Tom Campbell Colm et al, *The Effective Protection of Human Rights—An Introductory Handbook*; Centre for International and Comparative Human Rights Law.
- Hargopal, G. *Human Rights Education: A Transformative Perspective* (unpublished paper).
- Human Rights in India: An Overview*, IWCOHR Occasional Paper No. 4: January, 1997.
- IOS Bulletin, *Human Rights Today*, Vol I No. 1 July-September, 1998 & Vol. I No. 2 December, 1998.
- Jaswal, Paramjit S and Jaswal Nishtha, *Human Rights Values and their Awareness: An Overview* (unpublished paper).

- Massey, L.P. *Communicating Human Rights* (unpublished paper).
- Mehta, P.L. *Philosophy of Human Rights: Retrospect and Prospect* (unpublished paper).
- Miri, Minal, *Inaugural Address in Study Week on Human Rights and Human Rights Education* (18-22 August, 1998) IAS, Shimla.
- National Human Rights Commission, *Annual Reports 1993-94 to 1995-96*.
- Sharma, S.K., *Human Rights Campaign and Globalisation—Some Key Issues*: IAS Study Week unpublished paper.
- UGC IXth Plan *Approach to Promotion of Human Rights Education (HRE) in Universities and Colleges*, UGC (1998) New Delhi.



## MODY COLLEGE OF ENGINEERING & TECHNOLOGY

A division of  
Mody Institute of Education & Research  
Lakshmanpore, Distt. Sikar, (Raj.) - 332311.  
Ph.: (01573) 22216, 22316, 22506. Fax: (01573) 22504

### FACULTY POSITIONS

Located on the National Highway (N.H. 11) and spread over 150 acres in lush green environment with fountains and waterfalls, the most modern Technical Education Centre in India exclusively for girls for B.E. Courses approved by AICTE and affiliated to Rajasthan University. Mody School & Mody College for girls are also located in the same campus.

The college follows the Project Report prepared at the highest professional level in the country not only for providing the best infrastructure but also for ambitious academic standards.

The College requires committed, innovative and dedicated faculty for the following positions.

### PROFESSORS

- |   |     |
|---|-----|
| Computer Science & Engineering          | - 1 |
| Electronics & Communication Engineering | - 1 |

**ELIGIBILITY** : First class B.E./M.E. preferably with Ph.D. in relevant discipline. At least 15 years of experience in teaching, research, design and development work. **RETIRED PROFESSORS ARE ALSO INVITED TO SEND THEIR BIO-DATA.**

### ASSISTANT PROFESSORS/LECTURERS

- |                          |     |                                   |     |                  |     |
|--------------------------|-----|-----------------------------------|-----|------------------|-----|
| Maths                    | - 2 | Physics                           | - 1 | Chemistry        | - 1 |
| English                  | - 1 | Mechanical Engg.                  | - 1 | Electrical Engg. | - 3 |
| Computer Science & Engg. | - 2 | Electronics & Communication Engg. | - 2 |                  |     |

**ELIGIBILITY** : First class B.E./Masters Degree in concerned discipline; with excellent academic record, teaching experience and fluency in English. Due weightage will be given to Ph.D. and M.Phil qualifications. Fresh M.E's can also be considered for the post of a Lecturer. Retired persons are also welcome to apply.

**LAB STAFF:** Workshop Foreman - 1.

### LAB ASSISTANTS :

- |                  |     |               |     |          |     |
|------------------|-----|---------------|-----|----------|-----|
| Physics          | - 1 | Chemistry     | - 1 | Computer | - 2 |
| Electrical Engg. | - 2 | & Electronics | - 2 |          |     |

**ELIGIBILITY** : Bachelor degree/Diploma holders with 2/3 years experience in appropriate subject.

**Emoluments** : UGC scales as per recommendations of the 5th pay commission alongwith special allowance of Rs. 1000/- per month to resident staff. Higher salary and remuneration no bar to suitable candidates.

**Perks** : Free furnished single accommodation or 25% HRA, Free meals, PF, Medical Benefits, Free Education for girl child. Candidates called for interview will be paid to & fro 2nd Class fare. For Professors AC II Class fare. Interested candidates may apply within 15 days of this publication with their detailed bio-data enclosing recent passport size photograph to the Principal, at the above address.

UNIT 83





# BHARATI VIDYAPEETH

Lal Bahadur Shastri Marg, Pune 411030

## WANTED

Applications are invited from the eligible candidates for the following posts to be filled in Bharati Vidyapeeth's Institute of Management & Entrepreneurship Development, Pune-38 and Institute Of Management & Research, New Delhi:

Sr. no	Post	Subject	Vacancies		
			Pune	Delhi	Total
1	Professor	1) Human Resource Management/ O.B./Principles & Practice of Management.	1	-	1 Open
2.	Reader	1) Human Resource Management/ O.B./Principles & Practice of Management	-	1	1 Open
		2) Computer/Systems' Management	1	-	1 Open
3	Lecturer	1) Marketing Management	1	1	2 SC-1 Open-1
		2) Human Resource Management/ O.B./Principles & Practice Of Management	1	3	4 SC-1 ST-1 DT(A)-1 Open-1
		3) Financial Management		1	1 SC
		4) Computer/System's Management	1	3	4 SC-1 ST-1 DT(A)-1 Open-1
		5) Mathematical Methods/O.R./Q.T.	1	-	1 Open
		6) Economic Environment/ Managerial Economics	1	1	2 SC-1 Open-1
		7) Manufacturing, Operations Management/Materials Management	1	-	1 Open

### Qualifications, Experience & Scale of Pay, etc.:-

Details regarding qualifications, scale of pay, allowances etc. for the above posts will be as prescribed by the University of Pune, Government of Maharashtra and Bharati Vidyapeeth and the same will be supplied alongwith application form.

In case suitable, eligible candidates are not available from the reserved category, the post(s) will be filled in temporarily from Open Category for one academic year only.

Backward Class candidates should send a copy of their applications without enclosing testimonials to the Deputy Registrar (Reservation Cell), University of Pune, Ganeshkhind, Pune-411007

Application in prescribed form along with attested xerox copies of all certificates and complete bio-data should reach the undersigned within fifteen days from the date of publication of this advertisement. The prescribed form can be obtained from Central Office of Bharati Vidyapeeth, 4th floor, Bharati Vidyapeeth Bhavan, L.B.S., Marg, Pune 411 030. or from Bharati Vidyapeeth's Institute of Management & Research, 'A' Block, Rohtak Road, opp. Ordinance Depot, National Highway, 10 Paschim Vihar, Extension, New Delhi, on payment of Rs.25/- in cash or by sending self-addressed envelope with Rs.3/- postage stamp affixed and crossed Indian Postal Order for Rs.25/-, and Rs.5/- for B.C. Candidates.

**SECRETARY**  
Bharati Vidyapeeth



# Do We Need to 'Indianise' or 'Westernise' Our Educational System?

J.N. Kapur\*

It has become fashionable to say that the system of education which we are following today in India is the one which was designed by Lord Macaulay to produce clerks and we are still following the system after 50 years of Independence. As such, we must take early step to 'Indianise' our educational system.

Macaulay never said that the system he designed should not be changed. We have lacked the will to change it and we continue to blame Lord Macaulay for it. In fact, Britain has itself changed its educational system drastically and its present system does not have much in common with the system prevailing in Macaulay's times.

It is also presumed that the system we are following today is the modern Western system which is not suitable for our social, cultural and economic needs and we must change it according to the needs of our society.

The truth however is that we are not following the system of education which is being followed in Western countries today. In every sense, our system is the antithesis of that system.

There are two systems of education in the world today. One system prevails in India, Pakistan, Bangladesh etc and can properly be called the Indian system of education.

The other system prevails in most other countries of the world. For convenience we may call it the western system though it also prevails in Eastern countries, Arab countries, African countries and almost all other parts of the world.

What is the difference between the two systems?

i. In Indian system, richer sections of society can buy good quality of education for their children in public schools, whereas poorer sections of society have to be satisfied with lower quality of education in government or corporation schools. In other countries, same quality of education is available for all, irrespective of the economic, social or political sta-

tus of the parents. Indian system divides society while the Western system acts as a leveller.

ii. In India, education is highly centralized. One education minister with some bureaucrats sitting in the capital of the state, may run a few hundred thousand schools, may appoint and promote teachers and may transfer teachers from some schools to others and in this process may take into account considerations of caste, community, interest of political parties, personal interests, vote banks etc. The Western system of education is relatively decentralized and each school is essentially run by the community itself subject to the overall policy of the government.

iii. Here all purchases for library books and other items for schools are made centrally and there are allegations of corruption and nepotism in these purchases and appointments, promotions and transfers of teachers. In other countries schools are runs on democratic lines in a transparent manner and there are no such changes.

iv. In Indian system the syllabus and textbooks are prescribed by the state and there is no flexibility for the teachers and schools. In other countries, teachers and schools have much greater freedom in choosing textbooks and strategies for teaching.

v. In India there is a private tutors system in schools, therefore though the fees in schools are nominal, many parents have to spend large sums of money on the education of their children. The poorer sections of society cannot afford to employ private tutors and so they suffer in the learning process. There are also complaints of favouritism by the tutors for the students they teach privately. In other countries, either tuitions are strictly prohibited or are regulated by the schools to 1/6th of the time of teachers.

vi. In India school teachers do not have much time for professional growth or for participating in activities for professional growth, since such activities are not recognized and regarded by society.

vii. In the Indian systems teachers who have the backing of politicians, can easily defy the principals

---

\*Jawahar Lal Nehru University and C.V. Kapur Education Foundation C-766, New Friends Colony, New Delhi-110 065.

of the schools and in extreme cases, they do not even take classes. In a large number of primary schools the teachers are absent from their classes, because they work for political parties during that time. In other countries, this interference by politicians is unheard of, because the politicians do not run the schools directly or indirectly.

viii. In Indian system, students have to carry heavy school bags, because they have to carry all their school textbooks to the school. In other countries textbooks are kept in the school and in fact are very often the property of the school.

ix. In higher education system in India, the fees are nominal and they have not changed for the last 50 years. The entire burden of higher education is borne by the state. In other countries, students share a significant part of the educational budget by paying heavy tuition fee.

x. In India the expenses for tuition fee and for other related items are met by the parents, while in other countries students do part-time work to earn money or take loans from banks which they pay back when they start earning.

xi. In Indian system, the students are not always serious about their studies because they are studying using their parents money. In other countries, they are serious because they are spending their own hard-earned money.

xii. In India, mostly it is external examination system in which students can pass by studying help-books for two or three months near the examination days. In other countries, it is continuous internal assessment and students have to face quizzes and assignments every week. They have also to work during vacations in order to earn money for paying tuition fees and buying books. Many of them do not have even a single holiday throughout the year, while many of the students in India have almost 9 months of holidays in a year.

xiii. In India students consider their period of stay in a college as a period of enjoyment of life, while in other countries students consider this period as a period of hard-work so that they can prepare themselves for later enjoyment in life. In India, many college teachers teach 100 to 300 hours in a year and they have plenty of time to engage in private business or tuitions or political activities. Of course, many of them use the spare time for doing research or advancement in knowledge.

xiv. In Indian system, the college teachers need not stay in the college for more than 2 or 3 hours a day, while in other countries most of teachers stay there for seven or eight hours a day.

xv. In the Indian system, the teachers are not expected to correct any assignments or quizzes or term papers or examination answers-books and if they examine these, they are paid additional money for doing so, or for invigilating in the examinations. Their main job is lecturing and some times to supervise extra-curricular activities. In other countries teachers spend 50 to 60 per cent of their time in assignment work and in discussions with the students the marks given to them.

xvi. In Indian system students, unions are usually affiliated to political parties. They are considered as organizations to produce, future political leaders for the country. They seldom ask for good quality education for the students and their demands are mostly non-academic. In other countries students unions prepare students for all walks of life and they do constructive work for the universities. They seldom go on strike and even if they go, they ask the students to attend extra classes to make up for the loss.

xvii. In the same way, the teachers' associations there are very strong, but they fight as much for infrastructural facilities to enable them to give good education as they fight for the salary scales. In India, the teachers' associations fight only for their salary scales, but the more important difference is that the teachers' associations there consider it their main duty to see that all teachers do their work sincerely. They never shield erring teachers, while in the Indian system teachers' association have supported teachers who have not taken even one class in three years.

xviii. In Indian system, the Vice-Chancellor's position is a coveted position because he has a lot of power and he gets government money to spend. In other countries the main duty of the Vice-Chancellor is to raise funds for the university and when he himself raises funds, he spends them wisely.

xix. In Indian system, a large number of politicians are interested in universities in order to get admissions for the children of their friends, and to influence the appointments of Vice-Chancellors, professors, principals and lecturers. In fact, every teacher considers it is in his interest to please influential politicians because he has begun to believe, rightly or wrongly, that in appointments and promotions, it is

influence that matters more than merit and when in a society this feeling grows, the society is bound to decay. In other countries appointments and promotions are made in a perfectly transparent manner on the basis of merit and every teacher tries to improve his merit rather than improve his influence base.

xx. In Indian system, teachers are more conscious of their economic status in society, while in other countries they are equally conscious of their academic status in the academic community.

xxi. In India good teaching is not rewarded and bad teaching is not punished. There is no incentive for a teacher to do good teaching. In other countries students evaluate the teaching of every teacher and a teacher who gets valuation below the medium feels miserable. So every teacher tries to do his best possible teaching. Students go to those universities which have a good reputation for teaching and since student fee forms an important part of a university budget, the university authorities are particularly happy with good teachers and they would not mind even dismissing a teacher who has a bad teaching reputation. In India since there is no evaluation, even a bad teacher continues to be employed for life. There are distinguished teachers awards for the best teaching in every university.

### Concluding Remarks

It is obvious from our discussion that over the past 50 years, we have developed an educational system, which is completely opposite of the Western system. We have developed a system in which students can get away with minimum studies, teachers can get away with minimum teaching and educational administrators and politicians can exploit the system to their hearts content. We have developed a system in which neither students nor teachers are trusted. If somebody talks of adopting the Western educational system, he is told that system is not suitable for us because we are all corrupt. It is felt that we have developed an educational system which fits in very well with the prevailing system of corruption and nepotism.

There can be no greater commentary on the present system of education than that it has convinced us all that we are corrupt and dishonest. No enemy of ours could have designed a worse system.

Our thesis is that once we take courage and adopt the Western education system *in toto*, that is without any modifications, not only will our education improve, but our national character and our self-esteem

will also improve. In the Western system, there are so many checks and counter-checks that even a corrupt person will have to behave correctly otherwise he will not survive in that system.

In fact, our second thesis is that the present Western educational system is the true original Indian educational system with perfect relationship between students and teachers, with the students working hard in their studies, teachers being completely devoted to their students and their research and with administrators working in a system which forces them to be fair and impartial and every body having great respect for the quality of education. Our ancient Indian educational system delivered the goods and academically we were at the top of the world. The present Western system has also delivered the goods and Western nations have done very well. The reason is simple, both the systems have been based on trust of students and teachers, trust of administrators, high ideals and dedication to learning. All these qualities are lacking in the present Indian education system.

Thus the only solution for us is to westernise our educational system because that will mean genuine Indianisation of our educational system.

### JAWAHARLAL NEHRU MEMORIAL FUND

New Delhi

Requires **PLANETARIUM DIRECTOR** in the pay scale of Rs. 9500-325-14700 for Nehru Planetarium New Delhi. Starting Salary Rs. 14685. Higher start possible in deserving cases.

#### Qualifications

**Essential :** Ph.D in Astronomy/Astrophysics/Experimental Physics/Applied Physics/Space Science. Experience in organising Science Exhibitions/Science Museums, Planetarium Programmes/Techniques.

**Desirable :** Computer literacy, experience of work in a Planetarium Observatory or other Institution of related Sciences.

The post carries allowances and benefits of L.T., Medical, Leave Encashment, C.P.F. & Gratuity as per Fund Rules. Applications on plain paper with complete bio-data, details of employment, experience, salary drawn, with a recent passport size photograph should reach the Administrative Secretary, Jawaharlal Nehru Memorial Fund, Teen Murti House, New Delhi-110 011, within two weeks of the date of publication of this advertisement.





# VISVA-BHARATI SANTINIKETAN

## Admission Notice for the academic session 1999-2000

Applications on prescribed forms, to be filled in by the candidates' own handwriting, are invited for admission to :

### **KALA-BHAVANA (Institute of Fine Arts)**

1. Two year M.Fine Arts (M.F.A.)/Advanced Diploma Courses in Painting/Mural, Sculpture, Graphic Art (Print Making), Design (Textile/Ceramics) and History of Art.
2. Five year B.Fine Arts (Honours) (B.F.A.)/Diploma in fine Arts courses in Painting, Sculpture, Graphic Art (Print Making), Design and History of Arts.
3. Two year Certificate course in Design.
4. One year Bridge Course in Art History (leading to the existing two years M.F.A. course in Art History stream for students from other than Fine Art discipline).

### **Minimum Qualification :**

**For M.F.A. : B.F.A. (Honours)** of Visva-Bharati or equivalent in the relevant subject with at least 55% marks in aggregate and History of Art as one of the subjects of study.

**For Advanced Diploma :** Degree or Diploma in the relevant subject of Visva-Bharati or equivalent with at least 55% marks in aggregate.

**For B.F.A./Diploma Course except History of Art :** School Certificate of Visva-Bharati/Madhyamik or equivalent with necessary aptitude.

**For B.F.A. (Hons.) in History of Art :** School Certificate of Visva-Bharati/Madhyamik or equivalent with at least 65% marks and necessary aptitude.

**For Certificate Course in Design :** Education upto School Final standard, at least 16 years of age and necessary aptitude.

**For One year Bridge Course in Art History :** Under-graduate students from other than Fine Art discipline of any recognised university who have at least 55% marks in their honours subject and have noticeable intellectual ability.

### **VINAYA-BHAVANA (Institute of Education) :**

### **Two year M.A. Course in Education :**

### **Minimum Qualification**

Candidates should have passed B.A. (Hons.) in Education from any recognized University/Institution or have passed B.Ed. or Equivalent examination from a recognised university or Institution with 50% marks in aggregate preceded by Honours degree in any subject. Candidates without Honours degree need not apply.

Admission test for eligible candidates in respect of M.A. (Education) is likely to be held in July, 1999.

Admission of Scheduled Castes/Scheduled Tribes and Physically handicapped candidates will be governed as per rules of the Government of India. SC/ST candidates will be paid T.A. as per rules of the University. T.A. will be admissible to candidates called for admission test for postgraduate course as per rules of the University.

Prescribed Application Forms and Information Brochure can be obtained from the office of the Bhavana/Institute concerned on payment of Rs. 30/- by sending a crossed Indian Postal Order issued in favour of the Accounts Officer, Visva-Bharati payable at Santiniketan Post Office and a self-addressed stamped envelope (23 cm x 10 cm) of Rs. 5/- only or personally from Bhavana/Institute concerned on production of a Cash Coupon of Rs. 30/- to be procured from the Cash Section, Visva-Bharati on any working day (except Wednesday) upto 1.30 p.m. and on Tuesday upto 12.00 noon.

Application Form completed in all respects should reach the Principal of the Bhavana/Institute concerned within the stipulated date. Candidates willing to apply for more than one course/stream should apply separately. Incomplete applications are liable to be rejected. Rights of cancellation or selection/admission lie with the Admission Committee of the Bhavana/Institute concerned. The University reserves the right to limit the number of eligible applicants to be called for admission test.

**Last date of submission of Application with attested copies of mark sheets and certificates is 17.06.1999.**

**REGISTRAR**

# Extended Duration for B.Ed. Programme

K. Walia\* and J. S. Rajput\*\*

Teacher preparation in India for the secondary stage of school education is the responsibility of university departments of education and colleges of education. While earlier this qualification had nomenclatures like LT and BT, at present practically all institutions have adopted the nomenclature of Bachelor of Education (B.Ed.), a programme of one year duration. An alternative approach to prepare teachers for secondary stages was initiated in 1964 by the National Council for Educational Research and Training (NCERT) through its Regional Colleges of Education (now known as Regional Institutes of Education). These four institutions prepared teachers for secondary stages in science and languages through four year integrated programmes. At the time of initiation of these programmes, it was envisaged that four year integrated programmes would gradually be adopted by all training institutions for preparing teachers. However the dream of replicating four year integrated course on a large scale could not be converted into a reality.

In another major initiative the issue of providing training to a large number of untrained teachers teaching in secondary schools was taken up in the 60s and for the first time, B.Ed programmes through summer-cum-school correspondence courses were launched by the NCERT through its Regional Colleges of Education. This was the programme of fourteen months duration which had provision for intensive interaction, institution based training of two months each in two summers and correspondence period of ten months interregnum. These programmes were rich in quality, appreciated by teachers and provided an outlet for them to achieve the required training in pedagogical competencies and skills without disruption of teaching work. The demand for such a training increased gradually. The Regional Colleges of Education were able to provide an output of only one thousand trained teachers per year through this methodology. This was grossly inadequate. The universities came into picture in a big way albeit for different reasons and considerations.

In the eighth decade of the 20th century universities had started exploring avenues for generating more resources. B.Ed through correspondence course was the target which inevitably would invite a huge client-

tele willing to pay any amount of fee without questioning its rationale. Launching of these courses in nearly thirty universities gave rise to another issue in the field of teacher education in India. This was that of quality. Some universities admitted 30,000 students per year and awarded B.Ed degree to them. Quality, according to educationists, became a major casualty. There was a sharp and persistent demand to regulate such courses and the establishment of National Council for Teacher Education (NCTE) with statutory powers is a consequence of this demand as well. There were of course other factors and forces responsible for establishment of a statutory body for teacher education.

Any teacher preparation programme must be characterised by intensive interaction between the student teacher, teacher educator and the children. The expectations from the teachers over the years have increased manifold. They require greater amount of knowledge and understanding and also need to develop necessary skills and competencies for understanding the emotional, psychological, physical and learning requirements of each and every child. While B.Ed. programme for one year duration is an inherited legacy the issue of its duration has always been under discussion amongst educationists and educators.

## Long-felt Need

A perusal of the reports of various committees by Central Advisory Board of Education (CABE) in 1938-43 indicates its preferences of an eighteen months duration for the training of teachers in high schools.

*'In the case of teachers in the higher classes in high schools, for whom a degree or its equivalent has been prescribed as the minimum educational qualification, the Committee feels that the actual training in teacher might be completed in one year, although a minimum course of eighteen months is to be preferred'.*

The issue again came up in the report of the Secondary Education Commission (1952-53) which took a pragmatic view of the situation while recommending enhanced duration.

*Graduate-training is restricted to one year, and although we have recommended as a long-term programme the desirability of increasing this period to two academic years, we realise that it cannot be thought of in the immediate future.*

Wide ranging significance of teacher education was very amply highlighted by the committee on

\*Research Officer, \*\*Chairman, National Council for Teacher Education, New Delhi-110 016.

Emotional Integration of 1961 which was emphatic in its statement that 'the duration of teacher training courses should not be less than two years at any level.'

The Seventh General Body of the National Council for Teacher Education, a non-statutory body established by an Order of the Government of India in 1973, endorsed the recommendation made by its committee on Secondary and College Teacher Education that B.Ed. programme be increased to two years duration. In 1983 itself, the report of the Working Group to review teachers training programme made the following recommendation:

*We further recommend that the two year teacher education programme may be provided on an optional basis in such a way that candidate has a possibility of completing the course in two phases, the first of one year duration in the institution and the second year's course may be completed over a maximum period of five years through several summer or other short courses to be organised specially for this purpose by the institution concerned. The teachers who complete the first year's course may be permitted to teach in a secondary school as probationary teachers and will be confirmed only on completion of the second year's course.*

The Education Commission (1964-66) also realised the need for greater input, more working days and made the following recommendation:

*The duration of training course should be one year for graduate students but the number of working days in a year should be increased to 230.*

The issue was examined in depth and great detail by the National Commission on Teachers under the chairmanship of Prof. D.P. Chattopadhyaya in 1985. The Commission attempted to bring a compromise between the professional requirements and the existing practical realities of infrastructure, resources and expertise.

*The existing one year B.Ed. courses must be made effective both by lengthening the time available and by revamping the current courses and curricula. Today most colleges of education are, in effect, reported to be working for not more than 170-180 days in the year. We are of the view that the two summer months may be added to the academic year ensuring a working year of at least 220 days. An increase in the working hours per day may also be considered. We are aware that in some places this will entail the appointment of additional staff and a restructuring of the programme of studies allowing sufficient time for practical work in the school and community. But the urgency is such that the extra costs and other implications of the reform have got to be accepted.*

The dichotomy of the situation is not difficult to understand. While on one hand there were serious rec-

ommendations for enhancing the duration of B.Ed. programme, on the other hand B.Ed. programmes of inferior quality were being conducted on a large scale in the name of distance education programmes and also through regular institutions without focussing on the professional and academic components. In fact it is a hard reality that commercialisation has crept in the field of teacher education in a big way.

### Professionalism

An elusive dream of the teachers and teacher educators has been to achieve high level of professionalism in teacher education. Professionalism in any sector and area of expertise generates its own compulsions, conditionalities and complexities. These result into tremendous pressure on the system itself in the shape of challenges and can be met only by thoroughly committed and competent members of the profession. Whenever the issue of professionalisation of teacher education is discussed, comparison is made with other professions like medical, law, technical education, etc. While these have acquired social sanction and credibility from the community, teacher education has yet to do so on a large scale. A teacher training qualification is considered to be an easily available qualification without much rigour involved in the process. The consequences of this perspective have in fact been disastrous in efforts to improve the quality of teacher education. There are several myths which have to be explained to the parents and communities. A teacher is not supposed to teach only within the classroom. Even educated parents, if pressed on this count would reluctantly add that apart from teaching, teachers may be correcting answer sheets or conducting annual function or sports. Not many would go beyond this. A responsive curriculum of teacher education apparently relates to professional areas but has present picture before the people that it provides for highly specialised skills which require renewal and which alone can ensure a humane and professional handling of young children. All the documents cited earlier indicate very clearly the need to enhance professionalism in teacher preparation.

### NCTE Initiative

The National Council for Teacher Education Act passed by the Parliament in 1993 takes cognizance of various issues in the field of teacher preparation and enjoins upon NCTE to 'achieve a planned and co-ordinated development of the teacher education system throughout the country the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.' The NCTE Act became effective from



1st July, 1995. NCTE came out with the institutional and infrastructural norms for various stages of teacher training institutions. On the professional side NCTE issued a discussion document on teacher education curriculum which raised various curricular issues before teacher educators of the country and sought their opinion on the same. The discussion document was sent to all the teacher training institutions in the country numbering more than 2200. It was also discussed in twelve national level seminars throughout the country and opinions were also received from eminent teacher educationists, educational planners and teachers. All the inputs were thoroughly analysed and there was a near unanimous suggestion from educationists to enhance the duration of the B.Ed programmes to two years. The curriculum framework for quality teacher education published by NCTE in 1998 accordingly recommends two year duration for B.Ed programmes in the country. To understand the rationale of this recommendation, it may be relevant to peruse the specific objectives of teacher education identified in this curriculum framework. These are to :

- enable the prospective teachers to understand the nature, purpose and philosophy of secondary education;
- develop among teachers an understanding of the psychology of their pupils;
- enable them to understand the process of socialisation;
- equip them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation;
- enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage;
- develop skills for guidance and counselling;
- enable them to foster creative thinking among pupils for reconstruction of knowledge;
- acquaint them with factors and forces affecting educational system and classroom situation;
- acquaint them with educational needs of special groups of pupils;
- enable them to utilise community resources as educational inputs;
- develop communication skills and use modern information technology for school purposes;
- develop aesthetic sensibilities; and
- acquaint them with research in education including action research.

The framework indicates that an entirely new approach, relevant content and dynamic transactional strategies would become essential. Even courses on areas like emerging Indian society will be vastly different than they could have been a decade ago. The factors and forces operating at this stage in the Indian society and the emergence of new social order require fresh understanding and context not only on the part of curriculum developers but also on teachers who would be transacting it. To provide for a deeper understanding of the issues at secondary education a new course has been recommended for inclusion in the curricula alongwith provisions for guidelines and counselling. The future teachers will not be able to teach psychology of teaching and learning unless they are well versed in the relevant findings of research in life sciences, medicine, neurology and genetics. Teacher educators and experts will have to be prepared with capabilities to cull out relevant portions from these areas and put them in a language within the comprehension of student teachers and their teacher educators.

#### **Performance Orientation**

Most of the teaching and training in India is terminal examination oriented which is more often than not an annual feature. Efforts to improve upon the evaluation systems have not resulted in visible changes in the perceptions and approaches to assessment and evaluation. Very little is known of remediation efforts in schools and training institutes. The relationship of assessment and evaluation to remediation is critical to teacher preparation and has emerged as one of the major course content for theory which will also have its impact in the way practice teaching is conducted and other practical activities performed. Similarly a course on curriculum design and development would provide challenging opportunities to the teacher educators and teachers in ensuring relevance of local variations and regional requirements. The major problems of material development would find a solution through this approach. Similarly school management has been made a compulsory course as managing a school or institute is not the task only of the head of the institution. Likewise enhanced focus is evident in the framework of action research leading to problem solving approaches and investigative studies. A greater insight into the educational problems, issues and possible solutions in a broader framework can be acquired only when comparative education is studied, discussed and analysed by the teacher educators and the student trainees. The scope of optional subjects

has to increase and also selection to be made on the basis of specific requirements of culture, region and other variations.

The entire spectrum of teacher education courses has to be made comprehensive, broad based and forward looking. It has to be professional in shape, dynamic in outlook and forward looking in its internal renewals.

In order to make practice teaching an opportunity to develop finer skills of curriculum transaction pedagogical analysis of the subjects offered for practice teaching by the student teachers has to be made compulsory. A unit of the subject concerned, proposed to be transacted by the student teacher will have to be analysed thoroughly before embarking upon developing a need based pedagogy and transactional strategy. Both the teacher educators and the student teachers will have to make critical appraisal and evaluation of model lectures in classroom situation and activities outside the classroom. The practice teaching of tomorrow would require greater conceptual understanding, specific and thorough preparation for transaction, detailed and intensive supervision, indepth discussions of the performance and possibility for improvement and remediation. These cannot be achieved when teacher educators and student teachers are on the run and find themselves short of time. Practice teaching is a part of internship in teaching and provides a comprehensive and meaningful training in transaction, school functioning, management aspects and thorough familiarity with the skills of handling children on a partnership basis approach.

Areas like field work, community interaction, school community relationship, physical education and other activities within the school, outside the school, work education, internship in teaching will enable the pupil teachers to develop an understanding of the society and educational scenario and need based scenario. Action research and innovation will continuously enhance their professional preparedness. Centrality of teacher education will shift from training colleges to schools. Every teacher educator shall evolve a culture specific and need based pedagogy. In the changing global context with its perceptible impact on the local scenario, every teacher shall have to evolve a culture specific and need based pedagogy which will be possible only when they develop potential for independent learning and self study. A teacher educator has now to devote more time in preparation of planning of his own activities for personal upgradation on one hand and for student teachers on the other. All these would require sufficient time.

## The Change

While the duration of two years of teacher education at pre-school and elementary stage is generally acceptable, it will be seen from the analysis of the objectives of the secondary stage that these cannot be achieved at appropriate levels in a period of one academic year. Teachers contribute prominently in improving the quality of human life in every society. Their task becomes difficult and demanding in the present context of multiple internal and external forces impinging on man and society. Communities would demand education that would be relevant to them and would also be in consonance with the national ethos and nationalistic priority. A professional teacher will have to acquire competence to identify the strengths and weaknesses of the educational system at secondary stage, perceive changes that are imminent and inevitable and develop a mental make up to utilise appropriately the available conditions, situations, resources and changes for the benefit of learners and the society. Understanding of the socio-political and cultural issues like globalisation, free market, information technology revolution etc require indepth study and understanding by the student teachers in teacher training institutions. The strategies for transactional curriculum are changing fast and cannot be utilised without change for decades as was the case earlier. The student teaching, practical activities, community experience, practical work, work education and value education all require a high level of professional activity in teacher training institutions over a considerable period of time to ensure that expected behavioural changes have been internalised in the student teachers.

In years to come the credibility of teacher education institutions would depend upon the rigour and richness of the programmes they conduct and the research base on which these programmes are planned, developed and implemented. Institutions of teacher preparation will have to become comprehensive resource centres for the specific stage under their charge. There is no alternative than to ensure that student-teachers are provided training in all its aspects characterised by indepth understanding, sound approach, extensive rigour and sufficient preparation. We may like to recall from the judgement of the Supreme Court of India delivered on 15 June 1993.

*The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children, teachers who have not received proper and adequate training. True they will be required to pass the examination but that may not be*

enough. Training for a certain minimum period in a properly organised and equipped training institute is probably essential before a teacher may be duly launched.

A two year duration after twelve years in schools has been accepted for preparation of teachers for pre-school stage and also for elementary schools. Extension of duration of pre-service teacher training for teachers for secondary stage would become a logical step in the march towards enhanced professionalism of teacher education.

The distinction between teacher preparation for secondary and senior secondary stages has been incisively delineated by NCTE in the curriculum framework for Quality Teacher Education. A two year duration for senior secondary stage too would be imperative for providing quality teachers. Universities and Colleges of Education have a major academic opportunity before them to take a leadership role in enhancing quality of school education as a whole throughout the country.



## चौधरी चरण सिंह विश्वविद्यालय, मेरठ बी.एड. प्रवेश परीक्षा 1999-2000

एतद्वारा सूचित किया जाता है कि इस विश्वविद्यालय से सम्बद्ध महाविद्यालयों में सत्र 1999-2000 के लिए बी.एड. कक्षा में प्रवेश हेतु प्रवेश परीक्षा रविवार दिनांक 18.07.99 को अधोलिखित नगरों के विभिन्न केन्द्रों पर आयोजित की जायेगी :-

**बड़ौत, बुलन्दशहर, गाजियाबाद, हरिद्वार, खुर्जा, मेरठ, मुजफ्फरनगर रुड़की तथा सहारनपुर।**

प्रवेश परीक्षा में सम्मिलित होने हेतु निर्देश पुस्तिका एवं आवेदन-पत्र रु० 200/- प्रति आवेदन-पत्र की दर से (इसमें परीक्षा शुल्क सम्मिलित है) दिनांक 05.05.99 से विश्वविद्यालय कार्यालय एवं इलाहाबाद बैंक की मेरठ (विश्वविद्यालय एवं बेगमब्रिज ब्रांच), गाजियाबाद (नवयुग मार्केट), बुलन्दशहर, मुजफ्फरनगर, सहारनपुर तथा रुड़की में स्थित शाखाओं से प्राप्त किये जा सकते हैं। विधिवत् पूरित आवेदन-पत्र निर्देश पुस्तिका में यथा उल्लेखित आवश्यक प्रमाण-पत्रों के साथ पंजीकृत/स्पीड पोस्ट द्वारा विश्वविद्यालय कार्यालय में दिनांक 05.06.99 तक अवश्य पहुँच जाने चाहिए। विलम्ब शुल्क रु० 50/- के साथ आवेदन-पत्र जमा करने की अन्तिम तिथि 18.06.99 है। निर्धारित तिथि के पश्चात प्राप्त आवेदन-पत्रों पर विचार नहीं किया जायेगा।

यदि आप डाक द्वारा आवेदन-पत्र प्राप्त करना चाहते हैं तो इस हेतु अपना अनुरोध कुलसचिव, चौ० चरण सिंह विश्वविद्यालय, मेरठ को प्रेषित करें। अनुरोध के साथ वित्त-नियन्त्रक, चौ० चरण सिंह विश्वविद्यालय, मेरठ के पक्ष में देय रु० 230/- का डिमान्ड ड्राफ्ट संलग्न होना चाहिए। डाक द्वारा आवेदन-पत्र के लिए अनुरोध करते समय लिफाफे के ऊपर "बी.एड. कक्षा में प्रवेश हेतु आवेदन-पत्र" स्पष्ट रूप से अंकित करें।

**न्यूनतम शैक्षणिक अर्हता :-** बी.एड. पाठ्यक्रम में प्रवेश के लिए सामान्य एवं अन्य पिछड़े वर्ग के केवल वही प्रत्याशी अर्ह होंगे जिन्होंने विधि द्वारा स्थापित किसी विश्वविद्यालय से स्नातक परीक्षा में न्यूनतम 45% अंक प्राप्त किये हों। अनुसूचित जाति/अनुसूचित जनजाति के प्रत्याशियों के लिए न्यूनतम आपेक्षित अर्हता केवल स्नातक उपाधि होगी। जो अभ्यर्थी स्नातक अन्तिम वर्ष में संस्थागत परीक्षा 1999 में सम्मिलित हुये हैं वे भी आवेदन कर सकते हैं, किन्तु प्रवेश लेते समय उनके पास न्यूनतम आपेक्षित अर्हता होना अनिवार्य है।

अन्य विवरण निर्देश पुस्तिका में देखे जा सकते हैं।

**नोट :-** 1. आवेदन-पत्र भरने के बाद भी यदि नियम परिवर्तित/संशोधित होते हैं। तो वे यथावत् लागू होंगे।

2. व्यक्तिगत रूप से कोई भी आवेदन-पत्र स्वीकार नहीं किया जायेगा।

### महत्वपूर्ण तिथियाँ

- |   |            |
|---|------------|
| आवेदन-पत्रों की बिक्री प्रारम्भ करने की तिथि                      | : 05.05.99 |
| आवेदन-पत्र डाक से मर्गवाने की अन्तिम तिथि                         | : 10.06.99 |
| आवेदन-पत्र प्राप्ति की अन्तिम तिथि (बिना विलम्ब शुल्क के)         | : 05.06.99 |
| आवेदन-पत्र प्राप्ति की अन्तिम तिथि (विलम्ब शुल्क रु० 50/- के साथ) | : 18.06.99 |
| प्रवेश परीक्षा की तिथि  | : 18.07.99 |
| परीक्षा परिणाम घोषित करने की सम्भावित तिथि                        | : 18.08.99 |

वी.के. सिन्हा  
कुलसचिव





# BHARATI VIDYAPEETH

## LAL BHADUR SHASTRI ROAD, PUNE-411 030.

# WANTED

( 1999 - 2000 )

Applications are invited from eligible candidates for the following posts in Bharati Vidyapeeth's Poona College of Pharmacy, Erandwane, Pune-411 038.

Sr. No.	Subject	Professor	Asstt. Prof.	Lecturer
I)	<b>B.PHARM. COURSE:</b> 1) Pharmaceutics 2) Pharmaceutical Chemistry	01 -	01 01	02 (1.S.T.) 02 (1.S.T.)
II)	<b>M.PHARM COURSE:</b> 1) Pharmaceutical Chemistry 2) Pharmaceutics	- -	01 01	- -

### QUALIFICATIONS AND EXPERIENCE FOR B.PHARM. & M.PHARM.COURSES.

#### 1.PROFESSOR:

•Ph.D.in Pharmacy with First Class at Bachelor's or Master's Degree in Pharmacy.

OR

•Ph.D.Pharmacy with First Class, Bachelor's Degree and Second Class Master's Degree in Pharmacy.

•10 years experience in Teaching/Industry/Research, out of which 5 years must be as Assistant Professor or equivalent.

#### 2.ASSTT.PROFESSOR

•First Class Master's Degree in appropriate branch of Pharmacy after obtaining a Second Class basic degree in pharmacy with 8 years experience as lecturer at degree level

OR

•Second Class Master's Degree in Pharmacy after obtaining 1st Class basic degree in Pharmacy followed by Doctorate or equivalent published research work of high standard in appropriate branch of pharmacy with five years experience in Industry / Research / Teaching at Degree level.

OR

•Ph.D. in appropriate branch of science with at least First Class at Master's or Bachelor's Degree with 5 years experience in teaching / industry / research.

#### 3. LECTURER:

•First Class Master's Degree in appropriate branch of pharmacy with at least Second Class Bachelor's Degree in Pharmacy.

OR

•First Class Bachelor's Degree in Pharmacy with Higher Second Class Master's Degree in appropriate branch of Pharmacy.

#### SCALE OF PAY:

Scale of Pay for the above Posts will be as per the rules of University of Pune, Govt. Maharashtra and AICTE in case, suitable candidates from the above categories are not available, the same may be filled in temporarily by suitable candidates belonging to any other category. Candidates already repeated in service should submit their application through proper channel. Candidates applying under reservation should submit one copy of the application, without enclosing testimonials to the Deputy Registrar (Reservation Cell), University of Pune, Pune-411 007.

Application in prescribed form along with attested Xerox copies of all certificates and complete Bio-data should reach the undersigned within 15 days from the date of publication of this advertisement. The prescribed form can be obtained from Central Office of Bharati Vidyapeeth, 4th floor, Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Road, Pune-411 030 on payment of Rs.25/- in cash or by sending Self Addressed Envelope with Rs.3/- Postage Stamp Affixed and Crossed Indian Postal Order for Rs.25/- and Rs.5/- for B.C.Candidates.

**SECRETARY**  
**Bharati vidyapeeth, Pune - 30.**

# Indian Model of Management

Dr. Murli Manohar Joshi, Hon'ble Minister for Human Resource Development & Science and Technology, Govt. of India, delivered the convocation address at the Thirteenth Convocation of the Indian Institute of Management, Lucknow. He said, "We hear of Japanese work culture or the German model. I do not know if these can be adopted or even adapted given the present situation in our country. I am of the view that with the economic advancement the ideal thing will be to evolve an Indian model of management, which should be applicable, both to private and public sectors." Excerpts

We all owe to the society and the country for what it has given to us. I wish to speak to you about the Indian mindset and the perception of the West in terms of basic concept of one's being, ideals and the cultural ethos. This, in my view, is important because anything, including concepts, which are not in conformity with our basic cultural consciousness, and value system will not bear fruit and we are likely to lose direction and go astray.

Take a simple example. Our concept of knowledge is liberation of the whole being in a very broad sense. We say *Sa Vidya Ya Vimuktaye*. This *vimuktaye* is not just liberation of mind from ignorance but the achievement of the highest enlightenment. Thus our concept of knowledge is non-exploitative, non-violent, non-discriminating and the whole world being a family—*Vasudhaiva Kutumbakam*. If we were to contemplate on it we will come to the holistic conclusion that all activities in all walks of life must lead us to the welfare of the humanity, harmony with nature and the divine. All knowledge including the science and technology must fulfil this objective. Thus science and technology in the Indian context has to be humanistic and must be friendly and in conformity not only with the environment, with

birds and animals but also with the entire cosmos.

I had the opportunity to glance through the Annual Report of your Institute and I was delighted to see that the objective of the Institute included "Studying the management of non-corporate sector, non-profit organisations and public system and exploring how knowledge from corporate sector could be utilised to improve their management."

I consider this very significant because there are large areas outside the corporate sector, which must attract the attention of our professional managers and scientific thinkers. Corporate sector is still a small segment of our economy. Agriculture, small scale industries and allied areas are the backbone of our sustenance. Farmers and agricultural scientist have done remarkable work and we are not only self-sufficient in food but we are now exporting food grains and other produce. In spite of the down turn in economy and recession agriculture has shown a growth rate of 5.3%. It employs a large work force and still has a potential for not only growth but also for the diversification. On the face of it, it seems that a limited corporate sector has attracted the best of our talent. The whole philosophy of corporate management is to maximise the profits with the

reduction of cost. It does not quite fit into our economy, social conditions and the challenges of the upliftment of the teeming millions in our country. Therefore, it is pertinent to ask if corporate management is the only sector to absorb our best minds and that financial gain is their only objective.

The benefits of our economic planning including Education and Management Training have accrued to the top layer. It is this layer which is able to influence the elite public opinion. It is very important to me that you as management professionals come forward and look beyond the corporate sector and lead the way to the reconstruction of India, which is the only way to prosperity of our people. It is for you to choose the glitter of the corporate world or have the satisfaction and excitement of having played a role in the total transformation of the country.

Our country has not been always poor or backward in terms of industrial development. We are a very old civilisation and for centuries in our history we have produced the best intellectuals, statesmen, businessmen, managers and warriors. Our ships sailed trading to far-East and far-West and we built our own ships. We had well developed ports on the Gujarat Coast and Chennapattanam. We had an established banking system and financial management trends of which can still be seen in customary trade. Our industrial growth was scotched by the Imperial powers which used this country as a source of cheap raw material and vast market for their products.

In old times steel technology from Tanjhavur to Srinagar was well standardised. The measure-

ment of iron furnaces was the same all over the country. The Iron Pillar in Delhi has not aged in about two thousand years. Axial length of bullock carts had the same measurement all over the country. The muslin woven by the weavers of Murshidabad and Dacca was the craze of Europe and was appreciated in the Royal Courts. Our production of steel was four times the production of England & Europe. A systematic destruction of our economy for hundred and fifty years impoverished our people. I will not go into the history of cruelty and plunder which is well recorded.

Gandhiji could see through all this and therefore he gave the call for *Swadeshi*. He emphasised the urgency to be self-reliant and in the large Indian context, his message is still relevant. We cannot raise the level of the villages in India unless we create avenues of employment there itself. The hapless people are migrating from villages to cities to become rootless. This is a great challenge not only to the planners but also to all the young people with ideas, initiatives and managerial skills.

In ancient India the science of governance and the principles of trade and commerce were elaborately defined. Kautilya's *Arthashastra* deals with the management of state affairs. Even in earlier texts, large portions of *Mahabharat* deal with governance. The taxation policies and business principles are elaborated in various 'Niti' texts. *Shukra Niti* is a treatise in the same series. The Management was not compartmentalised but was guided by our basic postulate that the whole world constituted a single family. If we contemplate on it, it will be instantly clear that when we are thinking of a family we are humane and holistic. This will en-

tirely change the mindset and concept of management. I do hope that researchers will find this area interesting and work on it. I recently had the opportunity to go through a D. Litt. thesis on Commercial Concepts in Vedic India. I was amazed at the clarity, values and the details of the concepts. It has occurred to me that the Indian womanhood is the example of best managerial skill. Women have been managing the large household with great success in which the ups and down of the family and the needs from the infant to the aged are taken care of. She distributed the resources evenly according to the need and during adversities her hidden resources came to the rescue. Thus it seems to me that we must derive inspiration from our past, become keenly aware of our present and proceed to build the future.

One of the strategies enunciated in the current budget is to "deepen and widen economic reforms in all major section and accelerate internal liberalisation to realise the productive energies and creativity of our farmers, manufacturers, traders and service providers." Institutional credit flow to agriculture in 1998-99 has been Rs. 31698 crores and with a 20% increase during the current budget the figure is Rs. 38000 crores. This is a huge amount. In addition there is Rural Infrastructure Development Fund (RIDF) for financing Rural Infrastructure Projects of State Governments. Again in the budget, there is a National Programme for Rural Industrialisation, raising rural income and strengthening agriculture and industry linkages. In this programme Khadi and Village Industry Commission is going to play an important role.

We are one of the largest producers of fruits and vegetables in

the world. The facility for processing this have not yet developed and with the result that a large portion of this produce is wasted. I should think that some of you will give your attention to it. Similarly the drinking water management, management of transport, management of irrigation are challenging areas and need management skills. We have a vast potential in the Indian system of medicine and Ayurvedic pharmaceuticals. Outside world has realised the significance of indigenous and traditional medicines and herbs. There are the problems of their patents and as the pace of globalisation is accelerated we are faced with the problems of protecting our intellectual property rights. I do hope that our Management Institutions are conscious of this and that patent laws are a part of their syllabus. These and many other areas pose a challenge to young management mind.

There can be no happiness and peace in a scenario where prosperity and poverty are juxtaposed, where huge mass of humanity is deprived of the basic necessities of life and where wealth and resources are concentrated in the hands of a few thousands people. The social tension evidence in all parts of country are symptomatic of deep anguish within the hearts and mind of our people and that benefits of economic planning and development efforts have not percolated to the very poor 40% of the population, which lives below the poverty line and in plain words it means that they are deprived of two square meals a day.

Management culture is peculiar to each country. It may vary in industrial sectors and even within



each group of companies. We hear of Japanese work culture or the German model. I do not know if these can be adopted or even adapted given the present situation in our country. I am of the view that with the economic advancement the ideal thing will be to evolve an Indian model of management, which should be applicable, both to private and public sectors. Gradually, I am sure, such an Indian model will evolve responding to our genius and legal and social realities.

India, Japan, China, Germany and Israel started economic reconstruction near about the same time. Japan and Germany were devastated by war and India faced the aftermath of partition. But in two-three decades Japan, China, Germany, Israel and even Korea and Malaysia have made tremendous progress and become powerful economies. We do not lack resources but lack sound management and more than that the national pride which is essential for any national reconstruction.

My economic views are well known. In the present world a large economy like India cannot and should not remain isolated or insulated. We know that India is a very big market. But it should be the first concern and priority of Indians to see that this market is not captured by others. It can be shared but cannot be permitted to be exploited. The foreign brand names of items of daily use serve no special purpose. The Indian business should take the initiative to supply better quality consumer items so that our brands are internationally accepted. Industrial units situated in different regions should be given encouragement and they should provide large-scale employment and cater to Indian tastes.

## REGIONAL ENGINEERING COLLEGE

WARANGAL-506 004 (A.P.)

### ADMISSION TO POST-GRADUATE PROGRAMMES 1999-2000

Applications, in the prescribed form, are invited for admission to the following postgraduate courses for the session 1999-2000.

#### I. M. Tech Course - Three-Semester (1½ year duration) :

##### 1. Civil Engineering Department :

- a) Engineering Structures
- b) Transportation Engineering
- c) Water Resources Engineering
- d) Geotechnical Engineering

##### 2. Electrical Engineering Department :

- a) Power Systems Engineering
- b) Electrical Machines & Industrial Drives

##### 3. Mechanical Engineering Department :

- a) Design & Production Engineering (Machine Tools)
- b) Design & Production of I.C. Engines & Gas Turbines

##### 4. Electronics & Communication Engineering Department:

Electronic Instrumentation

##### 5. Metallurgical Engineering Department :

Industrial Metallurgy

##### 6. Chemical Engineering Department :

Chemical Engineering (Computer Aided Process Equipment Design)

##### 7. Computer Science & Engineering Department :

Computer Science & Engineering

#### II. M.Tech. (By Research) : In all Engineering disciplines listed above *except* Computer Science & Engineering.

#### III. M.Sc. Courses :

##### 1. Mathematics & Humanities Department :

M.Sc. (Applied Mathematics) - 2 years duration

##### 2. Physics Department :

M.Sc. (Tech.) Engineering Physics - 3 years duration

(Specialization in the area of Optics/Electronics/Instrumentation)

##### 3. Chemistry Department

a) M.Sc. Chemistry (Industry Oriented) - 2 years duration

(Specialisation in Dyes, Drugs, Pharmaceuticals and Pesticides)

Only for candidates belonging to Andhra Pradesh

b) M.Sc. Industrial Chemistry - 2 years duration

(Specialization in Modern Methods of Chemical Analysis)

On self financing basis - Open to candidates from all over India

Qualifications and criteria for admission of GATE/SPONSORED /BY RESEARCH candidates to the above courses are given in the prospectus. (Non-Gate candidates without sponsorship and without stipend are also considered, if there are no qualified GATE candidates, for admission to M.Tech. Chemical Engineering and Metallurgical Engineering.)

Only one application for admission into specializations of each department is sufficient. Requisition for application form and prospectus should be sent to the Deputy Registrar (Academic) along with crossed bank Draft for Rs. 400/- drawn in favour of "Principal, Regional Engineering College, Warangal" payable at SBH REC Branch (Code No. 2149), Warangal and a self addressed envelop of A4 size stamped Rs. 30/-. (The cost of application is only Rs. 200/- for SC/ST candidates, subject to enclosing copy of the latest community certificate along with the requisition & draft). Candidates should clearly indicate on the envelop the Name of the course for which application form is required.

*Admissions for MCA will be announced later*

*Application forms will be sold from 07-05-1999*

*Last date for receipt of filled in applications is 07-06-1999*

**PRINCIPAL**

# KURUKSHETRA UNIVERSITY KURUKSHETRA

## **COMMON M.B.A. ADMISSION NOTICE (1999-2000)**

### **FOR ADMISSION IN THE DEPARTMENT OF MANAGEMENT, K.U.K. AND AFFILIATED INSTITUTES OF K.U.K. AND M.D. UNIVERSITY, ROHTAK**

Applications are invited for admission to MASTER OF BUSINESS ADMINISTRATION (MBA) Two-Year Full Time Course through Entrance Test, Group Discussion and Interview.

**Date of Entrance Test : 13th June, 1999 (Sunday)**

#### **(A) KURUKSHETRA UNIVERSITY, KURUKSHETRA :**

- (a) Department of Management, KUK
- (b) Shri Atmanand Jain Institute of Management & Technology, Ambala City.
- (c) Maharaja Agrasen Institute of Management & Technology, Jagadhari.

#### **Eligibility :**

##### **1. General Candidates :**

The minimum qualifications for admission to the course shall be :

- (a) Bachelor's Degree of three years duration in any discipline from this University or an equivalent degree recognised by this University with at least 50% marks in aggregate.

**OR**

- (b) B.A. (One sitting) passed out from Kurukshetra University with at least 50% marks in the aggregate.

**OR**

- (c) Pass certificate of Final Examination by Institute of Chartered Accountants of India or England/Institute of Cost and Works Account of India or England.

##### **2. Scheduled Castes, Scheduled Tribes candidates :**

Minimum Pass Marks in the qualifying examination.

**Note : 5% relaxation in minimum eligibility condition for Blind candidates.**

#### **(B) INSTITUTES AFFILIATED TO M.D. UNIVERSITY, ROHTAK :**

- (i) D.A.V. Institute of Management, Faridabad.
- (ii) Institute of Management & Tech., Ballabgarh (Faridabad)
- (iii) Kedarnath Aggarwal Institute of Management, Charkhi Dadri (Bhiwani).
- (iv) Mohta Institute for Management Studies, Faridabad.
- (v) Shri Baba Mastnath Institute of Management Studies, Asthal Bohar (Rohtak).
- (vi) M.R. D.A.V. Institute of Management Studies, Hassangarh (Rohtak)

#### **Eligibility :**

- (i) A Bachelor or Postgraduate Degree in any discipline with not less than 50% marks (minimum pass marks in case of SC/ST candidates) in the aggregate of M.D. University or an examination recognised as equivalent thereto by that University.

**OR**

- (ii) Final Examination conducted by Institute of Chartered Accountants of India/Institute of Cost and Works Accounts of India/Institute of Company Secretaries of India.

Prospectus (Code No. MBA-99) containing details and Admission Form can be obtained from the Manager (P&P), K.U. Kurukshetra-136 119 by remitting a sum of Rs. 525/- (Rs. 275/- for SC/ST) by Crossed Bank Draft in favour of the Registrar, K.U. Kurukshetra payable at Kurukshetra/Thanesar, if required by Regd. Post. Price at the counter is Rs. 500/- (Rs. 250/- for SC/ST). This includes Entrance Test Fee. While sending request mention Prospectus Code No. and send two self-addressed slips.

**LAST DATE FOR RECEIPT OF APPLICATION FORM IS 28th MAY 1999 upto 4.00 p.m. IN THE OFFICE OF THE CHAIRPERSON, DEPARTMENT OF MANAGEMENT, KURUKSHETRA UNIVERSITY, KURUKSHETRA. Prospectus will be available for sale from 10th May, 1999.**

**REGISTRAR**

### Gandhian Thoughts on Education

"The spiritual content of education is a must to create a non-violent and non-exploitative society in future. Spiritual elements have to be interwoven in the entire process of teaching and learning to rebuild a nation which internalises the value-based approach to life," said Dr. Murli Manohar Joshi, Union Minister for Human Resource Development while releasing the book *Gandhian Thoughts on Education* (Hindi) published by National Council for Teacher Education (NCTE). Dr. Joshi highlighted the relevance of Gandhian thinking in education and pointed out that his ideas were not confined only to basic or elementary education. Gandhiji was interested in the comprehensive and total development of humanity for which he considered the proper development of every individual as a prerequisite. He emphasised the significance of head, heart and hand for the growth of body, mind and soul. His focus was on community-based indigenous education which is as relevant today as it was in any other time in the past.

On this occasion, Shri Rameshwar Mishra 'Pankaj', an eminent scholar of Gandhian thought spoke on the planning process of education in India. He highlighted the need for linking education to social context, indigenous culture and aspirations of the people and the community. This has not been possible in the past as the decisions in the education were often arrived at by those not connected with education emotionally and professionally. He emphasised that the bureaucratic stranglehold in the policy

formulations in education must be broken to ensure an Indian model of education that would take into account the diversities and pluralities of the Indian nation and would highlight its inherent unity. "Unless and until, the nation takes serious decisions to change its planning process and assign it to those who possess the necessary professional competence and capability, there is no use lamenting the inadequacies and inappropriateness at the implementation stage," he said.

Prof. Ramlal Parikh, Chancellor, Gujarat Vidyapeeth complimented the NCTE for bringing out Gandhian thoughts on Education in English and Hindi for the benefit of teachers and teacher educators. He also emphasised that there was an urgent need for providing quality training and teaching materials in the training institutions of the country.

Prof. R.H. Dave, former Director, UNESCO Institute of Education, Hamburg emphasised the need for disseminating the Gandhian thoughts to every teacher and teacher educator and through them to every learner of the country. The international community was taking greater interest in Gandhian thoughts today than at any time in the past. In future, it is the Indian way of life that will be acceptable to the majority of the western societies. If there is one culture which is most conducive to 'learning to live together', it is the Indian tradition that has sustained itself for thousands of years by maintaining and sustain-

ing close bonds amongst the generations and families.

On this occasion, NCTE also released tenth publication in a series called 'State Studies on Teacher Education' for the State of Uttar Pradesh. The NCTE Chairman, Prof. J.S. Rajput said that within a couple of months, 7-8 more state reports would be available in printed form. He highlighted the tasks undertaken by NCTE during the last three years through which commercialisation of teacher education had been largely checked. NCTE has brought out a new curriculum framework for teacher education which emphasises development of competencies amongst teachers alongwith equal emphasis on commitment, values and performance.

### Environment Education and Audit

The Environment Cell of Rosary College of Commerce & Arts, Navelim, Goa recently organised a seminar-cum-workshop on the Contribution of Schools to the Environmental Protection in Goa. Headmasters, teachers and students participated in the programme.

Mr. Alexyz, the eminent cartoonist who is also involved in environmental issues especially with school children, in his inaugural address drew attention to the gravity of the environmental issues. "While a term like Ecology was almost unheard of in the yesteryears, it is today on the syllabi and the fear is that there may be only concrete jungles in the future", said Mr. Alexyz who displayed a cartoon on the green



cover depletion and stressed the need for alertness and action where environmental concerns were at stake.

Principal Newman Fernandes welcomed all the 'environmentalists' present and said that it was vital that we be concerned with the life of organisms around us, and not take our fragile ecosystem for granted. He emphasized the need to contribute in some way to the community and stated that if other institutions join forces in addressing such issues, much progress could be made together.

He revealed that Rosary College offered Environmental studies and Ecology at the undergraduate level. The students offering these subjects were actively involved in the 'Environmental Audit' project undertaken by the Environmental Cell of the College. The project resulted in close interaction between school and college students to discuss environmental issues. The Environmental Audit project was able to fulfil the twin objectives of inculcating the value of protecting our beautiful earth among the students of the college as well as the schools.

The First session was jointly conducted by Mr. Alexyz and Mr. Joel D'Souza — an activist with Goa Foundation, on "Environment Problems in Goa". In his computer presentation, Mr. D'Souza displayed various common sights encountered in Goa like garbage dumps on hillsides, cutting of hills, etc. He stressed the need for public awareness and action, the absence of which will lead to grave consequences. The thrust of the enthusiastic discussion in the interactive session that followed, was on the plastic menace. Many of the participants shared their views and suggestions.

Mr. K.D. Sadhale, an architect involved in environmental issues in Ponda & a member of the NGO "Nirmal Vishwa" conducted an open — air session on "Day-to-day Environmentalism". He traced the various kinds of pollution, we were party to directly or indirectly from the onset of a day from wastage to energy, to garbage. He stated that in the natural ecosystem waste was totally absent and everything functioned systematically. He stressed that people should develop awareness of the manufacturing process and disposal of everything they consumed. He identified four R's which will go a long way in handling the garbage issue : Refuse, Reduce, Reuse, Recycle. Mr. Sadhale gave a live demonstration of how waste can be put to good use and shared some valuable hints in management of waste. He exhorted the participants to experiment on their own as well.

The sessions were followed by a workshop wherein the participants identified the environmental problems in their homes, schools & vicinity and analysed how they could be tackled with a concrete action plan. The groups arrived at some valuable insights and suggestions like.

- Conscientising people about hazards of burning and disposing of plastics and other non-degradable waste.
- Adopting the methods of recycling of waste.
- 'Civilisations Garbage' a common sight on Goan beaches can be taken up as beach cleaning projects by students.
- Organising tree plantation drives.

Mr. S.K. Jain, Director of Higher Education, Govt. of Goa, who delivered the valedictory ad-

dress said "we are confronted by two choices — we can continue deliberating about this global issue and do nothing, or we can act even in our small way which would make a big difference in the long run." In this connection, he had a word of praise for the initiative of Rosary College.

Mr. S.K. Jain also gave away the prizes for the year long Environmental Audit Project taken up by Rosary College in the schools of Salcete. It is designed to collect information about Environmental programme in schools and the general awareness among school authorities. In the second stage, members of the Cell visited these schools to collect additional on-the-spot information of the "environmental status" of the school. The first three schools with the highest number of points were awarded prizes.

The prizes for the essay competition and poster competition held earlier were also awarded.

In his address, Principal Newman laid emphasis on the action aspect. He urged the participants to do what was possible without waiting for help. He hoped that the students and teachers would act as ambassadors to spread the information gained and thereby conscientise a vast number of people by this 'multiplier' effect.

### **Refresher Course in Commerce**

The P.G. Department of Business Studies of Sardar Patel University recently organised a UGC sponsored refresher course in Commerce on the theme "Innovations and Advancement in Commerce and Management".

Dr. Ravindra Dholakia, Professor of Economics and also Chairman, Management Develop-

ment Programme, IIM, Ahmedabad inaugurated the course with an elaborate presentation on the "Role of teacher in new Millennium". Dr. V.S. Patel, Vice-Chancellor, Sardar Patel University, presided.

Refresher Course was designed to focus on the recent most developments, trends, on-going researches, events relating to the field of Commerce and Management.

In the Marketing area, expert presentations were made on "Mass-Customisation and Marketing of Services, New Paradigms in Marketing, Managing and Measuring Customers' Satisfaction International Marketing, and Problems & Prospects of Marketing in India."

The presentations on Finance Function mainly included Accounting Standards, Tax Policy & Tax Reforms, Security Analysis & Investment Analysis, Financial Analysis and Investment Analysis, Management Control System, Patent Bill, and Merger and acquisition.

The Human Resource Management area was covered by sessions on Industrial Relations, HRD Effectiveness, HRD Climate, and Performance Appraisal, Planning & Management.

Besides, presentation were made on key topics like Research Methodology, Micro-Economics Management, Macro-Economics Management, Banking, Quality Management, TQM & Entrepreneurship Development. A session on reflections on the refresher course by the participants was organised to monitor and review its operational and academic effectiveness.

In all, 31 participants from all over Gujarat and outside Gujarat

from different universities and affiliated Colleges participated in the course.

Dr. K.D. Vasava, Vice-Chancellor, Dr. Baba Sahib Ambedkar, Open University, in his valedictory address stressed integration of industry and academics.

### Conference on Translation Studies

The University Postgraduate College, Kakatiya University recently organised a conference on English Translation of Regional Literatures. The aim of the conference was to discuss and evolve possible strategies that could promote traffic between literatures through translations.

On the first day three keynote addresses, one by the outstanding linguist and former Vice-Chancellor of University of Hyderabad, Bhadriraju Krishna Murthy, one by the eminent translator and theorist, Sujit Mukherjee and one by a famous Telugu Writer, Naveen of *Ampasayya* fame were delivered and they set the tone of the Conference.

While discussing the role of translations from the ancient texts in the formation of canons of Indian literatures and the positive and negative impact of colonisation on translations, Bhadriraju Krishna Murthy strongly advised the English Departments in India to introduce 'Translation Studies' as a core course to make their discipline relevant to the future needs. He suggested four measures to make translation a strong institutionalized academic activity: (1) Sincere implementation of the 'Three-Language Formula in school education, (2) Opening of Modern Language Departments in many universities, (3) Creating translation cells in government departments and commercial es-

tablishments throughout the country, and (4) Creating an Apex national institution to train professional translators. Since globalisation is taking away most of Indian middle class youth from the study of native languages, there is a need to promote translation studies as well as regional literatures. Prof. Krishna Murthy gave a set of postulates for the theory and practice of translation, which many of the translators felt were indispensable *Sutras* for them.

Sujit Mukherjee in his address analysed the long history of translation in India and its creative role in the evolution of *Bhasha* literatures. He said the Grammar translation method which was in practice in the teaching of English when he was a child failed because a student who excelled in translation and grammar failed both in speaking and writing on his own. His lively speech on his experience of editing and translating Tagore threw light on several practical aspects of translation.

Naveen asserted that translation of thoughts into words fulfilled man's creative urge and translation between languages fulfilled the basic human urge to negotiate the common human predicaments and aspirations with other peoples. He gave a brief sketch of translation history in Telugu in the ancient as well as the recent past and analysed the English renderings of his stories by various translators. He expressed the hope that the conference would boost the much-needed translation of Telugu literatures, the isolation of which was glaring in the context of tremendous work going on in Kannada, Malayalam, Tamil, Marathi and Bengali literatures.

Meenakshi Mukherjee was honoured at the Conference for her

immense contribution to Indian writing in English and Indian literatures. In her paper entitled "Divided by Common Language" she analysed the asymmetrical reception of Indian writing in English and Indian Literatures in English translation by the west. With the exception of A.K. Ramanuja's translation of U.R. Ananta Murthy's *Samakara* and Gayatri Spivak's translations of Mahasweta Devi's fiction, even in the American and British Universities specializing in Translation Studies no other Indian translations are studied. When all Europe is translating, in India also we have succeeded in creating atmosphere for translating but not for reading translations. She emphasized that one way of promoting translations is creation of the atmosphere for reading by starting various courses in translation in language departments.

In the following sessions, the presentations of the translators and critics, Profs. Padma Dutta, Alladi Uma, Sridhar, Bhargavi Rao, Mohan Prasad, D. Kesava Rao, H. Lakshmi, M. Rajeshwar and C.L.L. Jayaprada and the Telugu writer peddibotla Subba Ramayya discussed various aspects of translation of poetry and fiction. Prof. Vinoda presented an insightful paper on tricky areas in non-literary translation and Radhika Rani from Indian Express enumerated types of translation needed in the press. In the validity session, in his brilliant talk sizzling with wit, Prof. Pervaram Jagannadham emphasized the need to know the political, cultural, historical social, ethical and religious background of a literature before a translator begins his task.

The conference provided a suitable arena for practising translators and language teachers to

discuss various issues related to translation. It succeeded in its aim by stressing the need and suggesting ways to restructure the existing courses in language departments, to promote translation activity by providing institutional support of various types and to create an atmosphere for reading translations.

### Conference on Medical Diagnostics

An International Conference on Medical Diagnostic Techniques & Procedures is proposed to be organised at the Indian Institute of Technology-Madras, Chennai on December 15-17, 1999.

This is for the first time that a conference of this nature is being held in this country. Several distinguished scientists from various countries are expected to participate. Further details may be had from Prof. Megha Singh, Secretary, ICMDTP Biomedical Engineering Division, Department of Applied Mechanics Indian Institute of Technology-Madras, Chennai-600036. Fax: +91-44-2350509; E-mail: msingh@acer.iitm.ernet.in Web page: <http://www.aero.iitm.ernet.in/icmdtp/>

### Workshop on Question Bank in Economics

A four day U.G.C. Sponsored Question Bank Workshop in Economics was organised by the Economics Department of Gobi Arts & Science College (Autonomous), Gobichettipalayam. The workshop was inaugurated by Dr. B. Ilango, The Vice-chancellor of Bharathiar University. He emphasised the need for modernisation of the education system to enable our students to compete with the multi-nationals in the liberalised scenario.

Dr. K.S. Janakarathnam former President of the Colleges in his presidential address, stressed the importance of question banks in different disciplines to sharpen the knowledge base of the student community.

Fifty Eight Professors of Economics from 24 Autonomous Colleges in Tamil Nadu and Andhra Pradesh took part in the workshop to prevalidate and finalise the questions generated in phase-I and for phase-II of the workshop.

The first technical session was chaired by Dr. P. S. Balasubramanian, Former Professor of Education, University of Madras. He explained the procedures to be followed in the pre-validation of generated questions. Dr. M. Ramadevi of Seethalakshmi Ramasamy College, Trichy and Dr. Anne Mary Fernandez of Holy Cross College, Trichy also outlined the procedures for pre-validation of questions. 58 professors participants were placed under 18 working groups. The working groups were formed in tune with the principle of group validation and on the basis of the subject knowledge and paper choice of the participant professors, ascertained prior hand by mailed proforma.

13,000 questions were pre-validated during the workshop period. In addition to this 2,145 fresh questions were generated and pre-validated, in an effort to fill the gap identified in the generated questions. Thus in all 15,145 questions were pre-validated and finalised during the four day workshop. Further, the working groups prepared structured model question papers for different papers, which would serve as suggestive model for the preparation of question papers by the Autonomous Colleges in the years to come.



---

## News from Agricultural Universities

---

### ICAR Regional Committee Meets

The Agriculture Minister of Haryana, Mr. Jagan Nath, pleaded for the formulation of a National Water Policy for proper and equitable use of river water resources in the country. He was speaking at the inaugural function of the 17th meeting of the ICAR Regional Committee held recently at Chaudhri Charan Singh Haryana Agricultural University, Hisar. Mr. Jagan Nath pointed out that in absence of a water policy in the country, a huge quantity of river water was wasted which could prove panacea for agricultural production in the water thirsty states like Haryana and Rajasthan. He pointed out that agriculture was passing through a critical phase as investments were coming down. He exhorted the NGOs and private sector to come forward and rescue the agriculture from decline.

The Minister called upon the scientists, the agriculture extension workers and the farmers to work in unison to meet the growing food demands. He said that the rate at which population was increasing in the country, it was urgent and necessary to come forward with innovative measures for boosting the agriculture production.

In his presidential remarks, the Director General, Indian Council of Agricultural Research, Dr. R.S. Paroda emphasised the urgent need to develop a strategy of proper and judicious land use planning. He also stressed the need for establishment of appropriate infrastructure for reaching out to farmers with modern and latest techniques.

Dr. Paroda disclosed that the Council had launched a World Bank

aided National Agricultural Technology project to provide research support to various institutions all over the country for augmenting agricultural production. The support will be provided to zonal research stations for conducting location specific research in different production systems, he added.

The ICAR Regional Meet was attended by the scientists, researchers and policy makers from Rajasthan, Gujarat, Haryana, Nagar Haveli, Dadar and Daman Diu, as they share common agro-climatic conditions. This region produced about 27.6 million tonnes of foodgrains from an area of about 21.22 million hectares during the year 1997-98.

The region with an average area of about 17.72 per cent under foodgrain crop cultivation contributed about sixteen per cent of the total foodgrain production in the country. The average foodgrain productivity of the region was much below the national average. While the national average is 1577 kilogram per hectare, in the region, it is just 1,300 kilogram per hectare. But the average productivity of Haryana was much higher than the national average at 2700 kilogram per hectare, while in Gujarat and Rajasthan it was 1365 and 995 kilogram per hectare respectively.

Dr. Paroda called for immediate measures to check the problem of water logging before it caused further damage. He also emphasised diversification of agriculture, besides taking to ecofriendly and organic farming.

In his welcome address the Vice-Chancellor, CCS Haryana

Agricultural University, Prof. J.B. Chowdhury deliberated upon various aspects of the meet. He hoped that the deliberations will have long-term impact on the formulation of agricultural policy in this region.

The major issues that emerged in the meeting for early redressal were the problem of water logging and soil salinity besides control on an obnoxious weed, *Phalaris minor* to sustain productivity of rice-wheat cropping system.

To promote horticulture and fisheries in Rajasthan, appropriate inter-cropping systems with fruits and vegetables, control of wilt of guava and Tilapia fish were proposed. The experts also suggested development of breeding strategies of Australian Merino sheep besides fabrication of tractor drawn seed-cum-fertilizer drill for heavy soils of the state.

However, Dr. B.L. Jalali, Organising Secretary of the meeting and Director Research, CCSHAU disclosed that the ICAR had been recommended to take up monitoring and evaluation of mycotoxin and pesticides residue in milk, particularly in this region which is famous for its animal wealth. He said that due to presence of these residues, in milk, it was unacceptable in the international market.

He said that the experts had also proposed to test the feasibility of Israeli aqua-bubble technology for intensive fish culture in the states of Haryana and Rajasthan, besides exploring possibility of raising non-conventional and less bony species of fish.

Dr. Jalali further revealed that concern for paucity of funds in the state agricultural universities (SAUs) and the State Departments of Agriculture for research-extension linkage had also been expressed.



# BHARATI VIDYAPEETH COLLEGE OF ENGINEERING

**Katraj-Dhankawadi Pune - 411 043**

**(Recognised by A.I.C.T.E., New Delhi and affiliated to University of Pune)**

## WANTED

**(1999-2000)**

**Applications are invited from the eligible candidates to teach B.E. courses.**

Sr. No.	Subject	Professor	Asstt. Prof.	Lecturer
01)	Chemical Engineering	--	01 (SC)	02 (DT(A)-1, (ST-1)
02)	Civil Engineering	--	--	02 (DT (A)-1, (ST-1)
03)	Computer Engineering	01	02 (SC-1, Open-1,	06 (ST-1, DT (A)-1 OBC-1 Open-3)
04)	Electrical Engineering	01	01 (SC)	04 (SC-1, ST-1, OBC-2)
05)	Industrial Electronics	-	02 (SC-1, ST-1)	05 (OBC-4, ST-1)
06)	Mechanical Engineering	01	--	04 (OBC-2, ST-1, DT (A)-1)
07)	Production Engineering	01	--	02 (SC-1 ST-1)
08)	Mathematics	--	--	01 (SC)

### Qualifications & Experience :

Details regarding qualifications & experience for above posts are prescribed by All India Council for Technical Education / University of Pune and the same will be supplied alongwith the application form.

The Scale of pay, allowances and other service conditions will be as laid down by Government of Maharashtra, University of Pune and Bharati Vidyapeeth.

In case suitable, eligible candidates are not available from the reserved category, the post (s) will be filled in temporarily from Open category for the Academic year only.

Candidates from reserved category are advised to send copy of their application (without enclosing Testimonials) to Dy. Registrar (Reservation cell), University of pune.

Application in prescribed form along with attested xerox copies of all certificates and complete bio-data should reach the undersigned within fifteen days from the date of publication of this advertisement. The prescribed form can be obtained from Central Office of Bharati Vidyapeeth, Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune - 411 030 on payment of Rs.25/- in cash or by sending self-addressed envelope with Rs.3/- postage stamp affixed and Crossed Indian Postal Order for Rs.25/- and Rs.5/- for BC candidates.

**Secretary**  
**Bharati Vidyapeeth,**

# News from UGC

## Countrywide Classroom Programme

Between 15th and 21st May, 1999 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 9.30 to 10.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 6.30 a.m. two days a week i.e. on Saturdays and Sundays. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

Hindi Programmes are being telecast on Mondays to Fridays from 6.00 to 6.30 a.m.

**15.5.99**

"Jazz-1"

"International Programmes"

**16.5.99**

"Thappattam — A Leading Dance Form in Tamil Street Theatre"

**17.5.99**

"Touch of Genius"

"Transformation Geometry-1"

**18.5.99**

"Wild Life Conservation"

"Exploring Eden : Succession of Mangrove"

"Touch of Genius"

**19.5.99**

"Lakshadweep : The Coconut Republic"

"Anthurium — A Pulchritude Petal"

"Wooden Essence : Sandal"

**20.5.99**

"Winds of Change-3: Health

Education"

"Touch of Genius"

"Question Time-102"

"Bharatanatyam-2"

**21.5.99**

"Perceptions of Gender"

"Hang Gliding"

## Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

**16.5.99**

"महायात्रा : 3 : केदारनाथ"

**17.5.99**

"पैराबोला — 1"

**18.5.99**

"अनमोल सम्पदा : वन्य जीव"

**19.5.99**

"गाजर घास"

**21.5.99**

"मरुधरा के लाल : पाबूजी राठौड़"



## University of Pune

Admission Notice 1999-2000

## Department of Communication Studies

**Course : Master of Communications Studies**

(Specialisation : Video Production or Media Research)

Applications are invited for admission to Two Year (full time) Post Graduate Degree Course - Master of Communication Studies (M.Cm.S)

**1. Minimum Qualification :**

B.E./ B.A./ B.Com./ B.Sc./ B.Journalism/ Any Degree/ 10+5 Diploma course equivalent to degree

**2. Last Date of Submission : 4th June, 1999.**

**3. Entrance Examination : 15th June, 1999.**

**4. Time : 10.00 hrs. to 13.30 hrs.**

**5. Venue : Dnyaneshwar Hall, University of Pune, Pune-411 007.**

**6. Price of Application form with Syllabus :**

Rs. 300/- by cash / Demand Draft (Rs. 150/- for B.C. candidate only for Maharashtra State on submission of caste certificate plus Rs. 20/- if required to be sent by post.)

**7. Entrance Examination Fee :**

Rs. 200/- by cash/D.D. paid with application form

**8. 50% seats are reserved for B.C. candidates as per Government Resolution.**

**9. Those who apply for admission are eligible to appear for Entrance Examination. No separate call letter will be issued.**

Application Forms / Prospectus (Syllabus) are available in *Publication Section, University of Pune*, on payment of Rs. 300/- from 3rd May onwards. If the syllabus is to be sent by post send Demand Draft of Rs. 320/- drawn in favour of *The Registrar, University of Pune-411 007*.

Candidates appearing for final year degree examination are also eligible.

Advt. No. 14

Date : 23/4/99

M.G. Shinde

Offg. Registrar





# University of Pune

Applications are invited in the prescribed form for the **Post of Registrar**.

**Qualifications :** An eminent scholar with published work of high quality, actively engaged in research with ten years experience in postgraduate teaching and/or research at the University/National level Institute, including experience of guiding research at doctoral level.

**OR**

An outstanding scholar with established reputation who has made significant contribution to knowledge.

However, if the Government of Maharashtra issues a notification accepting the revised minimum qualifications laid down by the University Grants Commission notification in 1998, before completion of procedure of selection of suitable candidate for the post of Registrar, the University reserves the right of selecting a candidate possessing the revised qualifications.

**Age :** Candidates shall not be less than 45 years of age unless already in the service of Universities or affiliated colleges.

**Retirement Age :** Shall be Fifty-Eight years. Except in the case of person appointed as Registrar from teaching cadre, the age of retirement shall be sixty years. This is tenure appointment initially for a period of five years and the person shall be eligible for reappointment.

**Scale of Pay :** Rs. 4500-150-5700-200-7300.

In addition to Pay, Dearness Allowance and Compensatory Local Allowances will be given according to the University Rules. The total emoluments at the minimum of the pay-scale will be approximately Rs. 12000/- p.m. excluding House Rent Allowance.

Knowledge of Marathi is essential.

The Registrar will be provided with rent-free quarter.

The post carries retirement benefits according to the Government/University Rules.

Application form is available on payment of Rs. 50/- in cash or by sending Indian Postal Order of Rs. 50/- alongwith self addressed envelop (23 cm x 40 cm) stamped Rs. 8/- from the *Publication Section, University of Pune, Pune-411 007*.

Candidates are requested to send the application in the prescribed form together with attested copies of certificates (with eight xeroxed copies), in an envelope superscribed with "Application for the Post of Registrar", so as to reach the Registrar, University of Pune, Ganeshkhind, Pune-411 007 within one month from the date of publication of this advertisement.

Candidates already in service shall submit their applications through proper channel.

Candidates called for interview will have to present themselves at their own expenses.

Canvassing, direct or indirect, will be a disqualification.

Advertisement No. 50, dated 22nd December, 1997 for the same post stands cancelled.

**Advt. No. 15**

**Date : 28.4.1999**

**OFFG. REGISTRAR**

---

## BOOK REVIEW

---

### Status of Women Scientists

K. Sudha Rao\*

---

**Lalitha Subhramanyam. *Women Scientists in the Third World*. Delhi, Sage Publications India, 1998. Pp. 304. Rs. 450/- (HB).**

---

Beauty of this millennium has been the recognition given atleast to the voice of the women, if not the worth and the positions. It is considered an item of importance which deserves listening and action as well and more than that it is viewed as a priority agenda before the present socio-political system in India, be it the policy or the plan documents. Today this issue has drawn greater attention, to the extent, that it is appearing under separate headings and separate chapters in the policy, POA and plan documents. It is timely that the book entitled *Women Scientists in the Third World* by Lalitha Subhramanyam appears on the scene. The volume has made presentations based on data analysis of authentic data collected from women scientists from the university. The status of women in the changing society is depicted with specific reference to women scientists in Madras University. This book though an off shoot of Ph.D. thesis is worth appreciation from two angles: (i) it has established scientific approach to research and analysis of information and data pertaining to women, and (ii) its potential to move the policy makers, planners and decision makers to overcome their bias and be ob-

jective when it comes to women in Indian higher education system. Subhramanyam is successful in describing in this book, current traits of Indian women and their performance in the field of science and in turn its impact on the status and position of women scientists.

The naturalistic, inquiry method adopted for the data collection is quite ethnographic and analysis of data presented in the form of a collective biography illustrates some of the critical issues concerning access, equity and equality of women in Science, their experiences and the value system of women scientists which provides for intellectual appetite.

The author has proved, based on the data, that dominance of patriarchy in decision influencing and making is one of the major factors for the women's status in India. The assumption that patriarchal ideology affects women in science is supported by data not only with regard to access, but also even later with regard to their career as scientists, and researchers. Still the generalization made by the author based on the data and information collected from only one university viz. Madras University needs further research support.

The author has compared existing research environment in Madras University with that of a

third world phenomenon in terms of poor facilities, inadequate infrastructure and equipments, lack of other resources for perusing scientific research, tendency towards aping western science, dependence upon Western centers for journals, equipments, chemicals etc which are viewed by the author as third world phenomenon. Further preference to publish the findings in Western journals, visiting abroad, inviting or interacting with Western scientists is very much valued by the women scientists in Madras university are recorded in the book. These are the expectations from any academic faculty no matter whether one is male or female and whether one is located in East or West. Interaction, mutual exchange of ideas, upgradation of knowledge and skill are the part and parcel of teaching and research position. The author's identification of hurdles for research work such as lack of facilities, infrastructure, inequality in allocation of doctoral students, campus politics, administrative and bureaucratic problems in the execution of projects and matters related to collaborative research are that of not only women scientists but also of men scientists. They are rooted in administrative structures and financial status of the university more than the gender. The dependency on everything Western as identified by the author is though genuine, it cannot be generalized to all disciplines in science.

Similarly, the behavioural components identified by the author vary from scientist to scientist within a department just as they would vary from university to university. The author has

---

\*Senior Fellow and Head, Higher Education Unit, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110 016.

rightly identified women faculty as the worst sufferer in the departmental politics.

According to the author the progress of a women scientist in India is restricted due to the restrictions placed on them by a patriarchal society — imposed or her own desire to conform to the societal norms. Added to these are the expectations from the present generation of women scientists to maintain the home equally well in addition to the job. Obvious it is that it would impose restrictions on their mobility and socialization which are necessary inputs to maintaining good public relations, lobbying and raising funds for research.

The author has empirically drawn the difference in perception of women about their role in the family between younger women and those who are 40 plus. The 40 plus age group appear to be more traditional, have lesser career expectations and are willing to take primary responsibility of their children. The younger women are more ambitious, have planned for the future inspite of the fact that they have to share major responsibility of looking after their children at home (may not be happily) as there are no child care centre in the university. In India the joint family system is breaking down and all women cannot afford to hire nannies.

The author rightly holds inbreeding, the service rules and the relations with HODs as major contributing factors for retarded career growth of women—not due to faulty policy but in actual practice. Marriage and child bearing period distorts women career to a great extent. Existing gender discrimination behaviour that is in operation in a subtle manner is further supported by the very at-

titude of females upholding their cultural roles as women.

From the study it is observed that in general men tend to treat women faculty as inferior due to fear of her success or she may supersede men. Yet feminist resistance movement has not taken place in Madras University. The women faculty seem to have been less inclined to have their grievances redressed due to the societal fear and systemic norms. The situation of women in Madras University as reported in this book is unique in the sense that they protest in several ways, but mostly at an individual level, not as a movement, their lack of knowledge of women's movement in India and their resistance to participate in its activities are quite obvious.

Even those who expressed about injustices, did hold system responsible rather than men. In other words the provisions, selec-

tion procedure for decision making positions, politicization of the academy in which men held more power, the lobbying that yield the results etc are the unwritten facts. It is not the men, who the women scientists are fighting against, but a system that encouraged the manifestation of negative human emotions such as jealousy and power mongering. And this illustrates very typically the paradoxical nature of feminism in India.

No doubt this book adds to the treasure of feminist literature and go a long way to encourage women in science. Though sweeping generalization made by the author needs support from data from other universities, yet the items identification which are responsible for the status of women scientists in India is very well depicted. It makes a good reading for all those who are concerned with women movement in India.



# MODY COLLEGE

A division of  
**Mody Institute of Education & Research**  
 Lakshmanagarh, Distt. Sikar, (Raj.) - 332311.  
 Ph.: (01573) 22216, 22316, 22506. Fax: (01573) 22504

## FACULTY POSITIONS

Mody College, an English medium residential Institute, located on the National Highway (N.H. 11) and spread over 150 acres in lush green environment with fountains and waterfalls, is the most modern Educational Centre of Excellence in India exclusively for girls education in B.A., B.Sc. & B.Com. degree level courses affiliated to Rajasthan University. The college is committed to comprehensive empowerment of girl students through quality education. Mody School and Mody College of Engineering & Technology are also located in the same campus.

**The College requires committed, innovative and dedicated faculty (FEMALE preferred) for the following position :**

### LECTURERS

Botany - 1	Economics - 1	ABST - 1	EAPM - 1
Sociology - 1	Hindi - 1	Home Science - 1	History - 1

Post Graduate in concerned subject and qualified in NET or equivalent. Preferred with Ph.D or M.Phil and excellent academic record & fluency in English.

**LIBRARIAN:** M. Lib with knowledge of automation/computer application having 5 years experience (female only).

**Emoluments :** UGC scales as per recommendations of the 5th pay commission alongwith special allowance of Rs. 1000/- per month to resident staff. Higher salary and remuneration no bar to suitable candidates.

**Perks :** Free furnished single accommodation or 25% HRA, free meals, PF, medical benefits and free education for girl child etc. Candidates called for interview will be paid to & fro 2nd Class fare. Interested candidates may apply within 15 days of this publication with their detailed bio-data enclosing recent passport size photograph to The Director, at the above address.

UNIT 83



## Academic Staff Development in Higher Education

Savita Rastogi's article "Academic Staff Development in Higher Education—Indian Efforts" (*Univ. News* April 5, 1999, p 5-8) has described in detail the history of academic staff development through the creation of some 45 academic staff colleges in different Universities under a UGC scheme launched in 1987 for orientation and refresher courses. As she herself has noted, Dr. Kothari, Chairman of Education Commission (1964-1966) considered teacher as the most important component of University: "Competent teachers can make good students and indifferent teachers can only produce students of indifferent quality." There is a thumb rule for competence (which can be considered as equivalent to "excellence"):  $C=K+S+A$ , where C is the competence, K is the knowledge, S is the skill, and A is the attitude. The first-time-teacher is expected to have adequate K and may possess some S and perhaps A acquired through observation as a student and a member of the society. What we are talking here is the subject knowledge (which has to be continuously updated), the skill to innovate, apply, and impart that knowledge effectively (essentially communication ability), and the attitude that make the teacher a leader, a creative person, an enthusiastic learner, a role model, one who has "character". The last one is a frequently misunderstood trait. Stephen R. Covey in his article, "Why Character Counts?" in the recent *Reader's Digest* (February 1999) says "History has taught us that over the long haul, who we are is more important than who we appear to be." Character is our ability to look within—to work *inside out*. This trait can be learnt

at any age. Character is commitment, character is openness, character is making an effort, character is being responsible, loyal and trustworthy. "Without it you'll never truly succeed", says Covey. He further says, "True Character begins at home". Let every teacher build a character.

There is a well-known saying that a first-rate leader produces another first-rate leader but a second-rate leader produces third-rate or even fourth-rate and the process goes on. Therefore, a competent teacher must have competence of the first-order to make good students and that is what precisely should be the aim of academic staff development. Imagine in the  $K+S+A=C$  equation, one or more parameters have a minus sign e.g.  $K-S-A \neq C$ , it will be D for disaster. Academic staff development has to be thoroughly reviewed and revised in the context of our future needs and Academic Staff Colleges have to redesign their courses (perhaps call them development programmes for different level of teachers, not just lecturers) with adequate dosages of skills and

attitudes. Professionalism will have to be the keyword of Academic Staff Colleges; they may even have to take assistance of outside management consultancy organisations to leap-frog in quality of higher education. These colleges can only provide a guidance, an outline of what is needed for becoming an excellent teacher. The components of knowledge, skill, attitude, and character have to come through constant efforts and practice by individual teachers.

**Professor B.R. Sant**  
Chairman, Management and  
Resource Development  
Foundation (MRDF)  
C-14/2 Kakateyanagar  
Habsiguda, Hyderabad-500 007

## UNIVERSITY NEWS

A Weekly Journal of Higher Education

### Subscription Rates

	Inland		Foreign	
	Institutions	Academics/ Students	Airmail	Surface Mail
	Rs.	Rs.	US \$	US \$
1 year	400.00	175.00	140.00	100.00
2 years	700.00	300.00	260.00	180.00

Single Copy : Rs. 9.00

Subscription is payable in advance by Bank Draft only in favour of Secretary General, Association of Indian Universities.

Advertisement tariff available on request.

Address Subscriptions & Enquiries to :

Sales and Publication Division  
Association of Indian Universities  
AIU House, 16, Kotla Marg,  
New Delhi-110002.  
Fax 011-3236105 GRAM : ASINDU  
E-Mail : aiu@del2.vsnl.net.in  
Website : <http://www.aiuweb.org>

# THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (March-April 1999)

## SOCIAL SCIENCES

### Anthropology

1. Barua, Suparna. A study on healthcare practices among tribal and caste populations living in fringe area of Guwahati City. (Prof B M Das), Department of Anthropology, Gauhati University, Guwahati.

### Commerce

1. Babade, Kunal Shrinivasrao. Management of central co-operative banks with special reference to Marathwada Region: A comparative study. (Dr D G Girdhari), Department of Commerce, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

2. Babu, Gunda Ramesh. Analysis of capital market operations in AP: A micro level study. (Prof P Madhusudana Rao), Department of Commerce, Kakatiya University, Warangal.

3. Garg, Yogesh Kumar. Malanpur ke pramukh udyogon mein audyogik sambandhon ka vishleshanatmak adhyayan. (Dr S K Singh), Department of Commerce, Jiwaji University, Gwalior.

4. Nagwanshi, Todarnal. Pashchimi koyala parikshetra Pathakhara, Jila Betul ke pariyojanayon mein aharam kalyan ke nityon ke kriyanyayan ka adhyayan, vash 1990-91 se 1995-96 tak. (Dr Umesh Holani), Department of Commerce, Jiwaji University, Gwalior.

5. Pandey, Sanjay Kumar. Madhya Pradesh Rajya Parivahan Nigam mein samagri prabandh: Ek alochanatmak adhyayan, 1990-1995. (Dr S Maheshwari), Department of Commerce, Jiwaji University, Gwalior.

### Economics

1. Agarwal, Vishnu Kumar. Gwalior Sambhag mein krishi sakh kriyayon mein Madhya Pradesh Rajya Sehkari Bhumi Vikas Adhikosh ke upalabdhiyon ka vishleshanatmak adhyayan. (Dr S Maheshwari), Department of Applied Economics and Business Management, Jiwaji University, Gwalior.

2. Bisht, Harish Chandra Singh. Janpad Nainital ke prayatak sthalon mein sthit hotel udyog mein karyarat karamcharyon ka arthik evam samajik adhyayan: Paryatak nagari Nainital ke vishesh sandarbh mein. (Dr P C Pandey), Department of Economics, Kumaun University, Nainital.

3. Burman, Subhash Kumar. Madhya Pradesh mein Ekikrit Bal Vikas Yojana: Bilaspur Jile ke vishesh sandarbh mein ek sameekshatmak adhyayan. (Dr R S Chandel), Department of Economics, Guru Ghasidas University, Bilaspur.

4. Chakraborti, Debabrata. Agrarian backwardness and interlocking of product and factor markets in agriculture: A study of Cooch Behar District in West Bengal. (Dr H K Chakraborty), Department of Economics, University of North Bengal, Raja Rammohunpur, Distt Darjeeling.

5. Golahit, Suresh Baliram. Impact of IRDP on scheduled caste and scheduled tribes in Shirpur Taluka District Dhule. (Dr B S Mhaske), Department of Economics, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

6. Gurjar, Brijraj Singh. Chambal Sambhag mein Samanvit Gramin Vikas Karyakram: Kriyavayan, sampreshan evam mulyankan. (Dr N M Lal), Department of Economics, Jiwaji University, Gwalior.

7. Pawan Kumar. Economic analysis of hops in Himachal Pradesh. (Dr A S Saini), Department of Agricultural Economics, Himachal Pradesh Krishi Vishwavidyalaya, Palampur.

8. Prasad, Homa. Kahetriya gramen bankon ka gramen vikas mein yogdan: Nainital ke vishesh sandarbh mein. (Dr K K Jain), Department of Economics, Kumaun University, Nainital.

9. Sharma, Nidhi. Economics of handloom industry: A field study of Pilkhuwa Handloom Weaving Units. (Dr P C Pandey), Department of Economics, Kumaun University, Nainital.

10. Sherief, A K. Sustainable agriculture appropriate to homestead farming in Kerala. (Prof J Vasanthakumar), Department of Agricultural Extension, Annamalai University, Annamalaiagar.

11. Singh, Mukund Prasad. Cost trends in civic and municipal environmental management. (Dr G C Pandey), Department of Economics, Kumaun University, Nainital.

12. Thukral, Rajendra Kumar. Economiceans operational problems of small industrial units in pre and post natal stages in Uttar Pradesh: A field study with special reference to small scale industrial entrepreneurs of Kumaun Division of UP. (Dr P C Pande), Department of Economics, Kumaun University, Nainital.

### Education

1. Alexander, Dorothea. Hoshangabad vigyan shikshan karyakram ke prabhavshelata ka adhyayan. (Dr G S Mishra), Department of Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

2. Ammineni, Srirama Krishna. An evaluation of distance education in Andhra Pradesh. (Prof G Ramesh), Department of Education, Kakatiya University, Warangal.

3. Arun Kumar. A comparative study of self confidence, adjustment attitude towards modernization and level of aspiration of rural and urban scheduled castes and scheduled tribes boys and girls of Pithoragarh District. (Dr P D Juyal), Department of Education, Kumaun University, Nainital.

4. Bhandari, Savita. Study of career consciousness of female post graduate students in relation to educational, social and familial factors. (Dr J K Joshi), Department of Education, Kumaun University, Nainital.

5. Chathu Kutty, P. Structural and cultural aspects and variations of select rural games in Malabar. (Dr K Karunakaran), Department of Education, University of Calicut, Calicut.

6. Goswami, Dulumoni. Perspective of total literacy campaign: A case study of Jorhat District. (Dr S Das), Department of Education, Gauhati University, Guwahati.

7. Joshi, Chandra Mohan. Study of ego identity and religiosity of Kumaoni male adolescents in relation to their emotional maturity and attitude towards modernization. (Dr J K Joshi), De-

partment of Education, Kumaun University, Nainital.

8. Joshi, Kumud Chandra. An investigation into the differences in scholastic achievement of tribal students due to their high low self disclosure empathy and locus of control status. (Dr P D Juyal), Department of Education, Kumaun University, Nainital.

9. Kavishwar, Deepak Prabhakar. An analytical study of sports infra-structural facilities, playing surfaces and sports programmes in universities of Maharashtra. (Dr Shreedarshan Desai), Department of Physical Education, Nagpur University, Nagpur.

10. Mahapatra, Surendranath. A critical analysis of the problems and development of secondary education among scheduled tribe students in Orissa. (Dr Brundaban Chandra Mishra), Department of Education, Berhampur University, Berhampur.

11. Mandloi, Shakti Singh. Construction and standardization of specific physical fitness test for handball players. (Dr R K Yadav), Department of Physical Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

12. Mohapatra, Minati Kumari. Developing a programme of non formal education for the women of Orissa. Department of Education, Utkal University, Bhubaneswar.

13. Potturi, Subba Rao. Intertextuality of films and literary works: A study with reference to *A Farewell to Arms*, *A Street Car Named Desire* and *Roots*. (Prof P Shiv Kumar), Department of Education, Kakatiya University, Warangal.

14. Prakasam, Y Arul. Developing health Education strategies for minimising absenteeism among leprosy patients in Devakottai Revenue District. Department of Education, Alagappa University, Karaikudi.

15. Purushottam Singh. A study of class room moral as related to frustration temperament and personality needs. (Dr G S Aswal), Department of Education, Hemwati Nandan Bahuguna Garhwal University, Srinagar.

16. Rajput, Rajendra Singh. A study of socio-economic status, personality characteristics and competitive behaviour in relation to performance of kabaddi players. (Dr R K Yadav), Department of Physical Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

17. Shukla, Sangita. A study of teacher's professional values and anxiety in relation to organizational climate of the colleges of Kumaun University. (Dr Amit Shukla), Department of Education, Kumaun University, Nainital.

18. Singh, Vijay Prakash. A study of self perception, anxiety, frustration, locus of control, sports achievement motivation, factors influencing sports carrier and personal social adjustment of athletes: Different levels of achievement. (Dr R K Yadav), Department of Physical Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

19. Tewari, Daya. Jatiya evam janjatiya Tharu vidyarthiyon mein unke uchch evam nimna varga ke karan kuchh abhiprerkaraton, shailshik upalabdhiyon aur vyavasyaik akanaha stharon mein bhinnata ka tulnatmak adhyayan. (Dr P D Juyal), Department of Education, Kumaun University, Nainital.

aw

1. Raghavendra Rao, T. Judicial activism in environmental law: Indian perspective. (Prof R Jagan Mohan Rao), Department of Law, Andhra University, Waltair.

2. Saxena, Priti. Preventive-detention in India: A study in the light of Constitutional Safeguards and human rights. (Dr K C Joshi), Department of Law, Kumaun University, Nainital.

#### Library & Information Science

1. Deshpande, Dattatraya Ramrao. University library finances in Maharashtra. (Dr P S G Kumar), Department of Library and Information Science, Nagpur University, Nagpur.

2. Sharma, Ramakant. A critical study of public library services in Madhya Pradesh: Model plan for resource sharing and net working. (Dr Brajesh Tiwari), Department of Library and Information Science, Guru Ghasidas University, Bilaspur.

3. Srivastava, Rakesh Kumar. Changing patterns and emerging trends of Dewey Decimal Classification: A study of DDC Ed 16 to 20 with special reference to application of facet analysis in recent editions. (Dr J N Gautam), Department of Library and Information Science, Jiwaji University, Gwalior.

#### Management

1. Viswanadham, M K. Informal group process and organizational climate: A study in a university. (Dr Premananda Panda and Dr Gurucharan Patro), Department of Industrial Relations and Personal Management, Sambalpur University, Jyoti Vihar, Burla.

#### Military Studies

1. Singh, Deergha Pal. Bharat ke sandarbh mein America ke videsh niti ka ak alochanatmak adhyayan, 1980-1995. (Prof L J Singh), Department of Military Studies, Hemwati Nandan Bahuguna Garhwal University, Srinagar.

#### Political Science

1. Arshi Parveen. Social justice and reservation: A study with special reference to UP. (Dr M P Dubey), Department of Political Science, Kumaun University, Nainital.

2. Bhatt, Geeta. Uttar Pradesh mein prithak Uttarakhand rajya: Sambhavnayen evam samasyayan. (Dr M P Dube), Department of Political Science, Kumaun University, Nainital.

3. Hemanth Kumar, M. Public policy and rural development: A study of Jawahar Rozgar Yojana in Ranga Reddy District. (Dr V Krishna Rao), Department of Political Science, Osmania University, Hyderabad.

4. Joshi, Jeewan Chandra. Swami Vivekanand Jee ka samajik evam rajnitik chintan tatha Bhartiya samaj va rajniti per uska prabhav. (Dr B L Sah), Department of Political Science, Kumaun University, Nainital.

5. Md Taqui. Social and political philosophy of M N Roy. Department of Political Science, Magadh University, Bodh-Gaya.

6. Mohanty, Prasanta Kumar. Education in Orissa: A planning personnel and administration since independence. (Dr Snehalatta Panda), Department of Political Science, Berhampur University, Berhampur.

7. Rana, Shiv Singh. Anusoochit jatiyon ke rajnitik bhagidari Almora Janpad ke anusoochit jatiyon ka ek vishesh adhyayan. (Dr Neeta Bora), Department of Political Science, Kumaun University, Nainital.

8. Sah, Shashi. People and police in Uttar Pradesh: A case study of Nainital District. (Dr M P Dubey), Department of Political Science, Kumaun University, Nainital.

9. Tewari, Tanuja. Ashtam Rajasthan Vidhan Sabha, 1985-90: Vidhan mandaliya vyavahar, ek adhyayan. (Dr C L Sharma), Department of Political Science, Kumaun University, Nainital.



## Psychology

1. Azra Parveen. A comparative study of neuropsychological functioning in sportsmen and non sportsmen. (Dr V K Sharma), Department of Psychology, Kumaun University, Nainital.

2. Bharathy, B.K. Neuropsychological rehabilitation in epilepsy. (Dr Shobini L Rao and Dr P Satishchandra), Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

3. Bora, Dilip Singh. Developmental impact of the degree of experimental deprivation and types of reward on cognitive processes of children. (Dr A Shukla), Department of Psychology, Kumaun University, Nainital.

4. Chavatapalli, Sabitha. Cognitive behavioural intervention in Myocardial infarction. (Dr V Kumaraiah and Dr S T Yavagal), Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

5. Pandey, Manju. Learning disabilities and psychocorrelates. (Dr Lata Gairola), Department of Psychology, Hemwati Nandan Bahuguna Garhwal University, Srinagar.

6. Paulomi, Nahusharaj Matam. Behavioural intervention in diabetes mellitus. (Dr V Kumaraiah and Dr C Munichoodappa), Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

7. Srivastava, Preeti. Development impact of experiential deprivation and perceived parental attitude of subjects on their cognitive, motivational and personality functioning. (Dr Aradhana Shukla), Department of Psychology, Kumaun University, Nainital.

## Public Administration

1. John, Bhoopathy Allen. Planning and management of distance education in India: A case study. (Prof K Murali Manohar), Department of Public Administration, Kakatiya University, Warangal.

2. Rebeca, M Nishi. Personnel management and industrial relations in public sector undertaking: A case study of Hindustan Cables Limited, Hyderabad. (Dr V Shobha), Department of Public Administration, Kakatiya University, Warangal.

## Sociology

1. Joshi, Chitra. Almora kee kamkaji mahilayen: Almora kee kamkaji mahilayon kee samajik, arthik sthiti ka ek samajshastriya adhyayan. (Dr H C Upadhyay), Department of Sociology, Kumaun University, Nainital.

2. Khatri, Narendra Kumar. Janpad Nainital kee Buksha mahilayen: Nainital ke tarai kahetra mein nivas karne wali Buksha mahilayon ke samajik, arthik evam shaikshik jeewan ka ek samaj shastriya adhyayan. (Dr H C Upadhyay),

Department of Sociology, Kumaun University, Nainital.

3. Mishra, Jyoti. Katni Nagar kee choona bhatton ke shramikon per prayavarniya kamon ka prabhav. (Dr C S S Thakur), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

4. Pandey, Shekhar Chandra. Kumaun ke niyojit parivartan evam grameen vilas: Mithak evam vastavikata. (Dr V K Pant), Department of Sociology, Kumaun University, Nainital.

5. Prabhavathi, P. Socio economic status of self employed women: A study of Rayalaseema Region of Andhra Pradesh. (Dr B Sugunamma), Department of Women's Studies, Sri Padmavati Mahila Visvavidyalayam, Tirupati.

6. Sharma, Lata. Niji vidyalayon kee shikshikayon mein karya santushti: Jabalpur shahar ke visheeh sandarbh mein. (Dr C S S Thakur), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

7. Surekha, K. Attitude towards environment situation and concern for environment quality: A study of people's responses in Patancheru, Medak Dist, Andhra Pradesh. (Prof N Vijaya), Department of Sociology, Osmania University, Hyderabad.

## THE MUSLIM EDUCATIONAL SOCIETY (REGD.) CALICUT-I

No. MES/AC/E-450/99

Dated : 27.4.1999

### WANTED

Applications are invited from qualified candidates for the post of Lecturers in the undermentioned subjects in M.E.S. Collegiate Service under Calicut and Mahathma Gandhi Universities :

S. No.	Subject	Probable No. of Vacancies	Minimum Qualification
1.	Statistics	3	Master's Degree in the concerned subject with 55% of marks with pass in the National Eligibility Test or it's equivalent.
2.	Applied Geology	5	—do—
3.	Part-time Lecturer in Geo-Statistics	1	—do—
4.	Bio-Chemistry	1	—do—
5.	Law	1	—do—
6.	Food Technology	3	M.Tech. in Food Technology (55% of marks) & with NET Qualification.
7.	Part-time Lecturer in Law	1	LL.B., with Minimum 55% of marks with 2 year's bar experience.

Age and Scale of Pay : As prescribed by the Government/Universities.

Apply within 30 days of publication of this Advertisement with Bio-data and self attested copies of Certificates to prove age and qualifications to the General Secretary, Muslim Educational Society (Regd.) Bank Road, Calicut-673 001 with a Demand Draft of Rs. 100/- (Rupees One hundred only) drawn in his favour and payable at Calicut, being the prescribed fee.

C.K. Muhamed, IPS (Retd.)  
GENERAL SECRETARY



# BHARATI VIDYAPEETH

## COLLEGE OF NURSING

(Recognised By Indian Nursing Council, New Delhi)

### WANTED

(1999-2000)

Applications are invited from the eligible candidates for the following posts in Bharati Vidyapeeth Deemed University College of Nursing, Pune:-

Sr. No.	Department	Professor	Asso. Prof.	Lecturer	Assistant Lecturer
(01)	Medical Surgical Nursing	01	01	01 (SC)	03 (SC-1) (ST-1)
(02)	Psychiatric Nursing	-	-	01	01
(03)	Gynaecological Nursing & Midwifery	-	-	01	-
(04)	Community Nursing	-	01	-	01(SC)

### Qualifications & Experience:-

Qualifications and experience required for above posts are as prescribed by Indian Nursing Council, New Delhi and details of the same will be supplied alongwith the application form.

The Scales of pay, allowances and other service conditions will be as laid down by University Grants Commission, Bharati Vidyapeeth and Bharati Vidyapeeth Deemed University.

Persons already in service should apply through proper channel.

In case suitable, eligible candidates are not available from the reserved category, the post(s) will be filled in temporarily by the candidate (s) from open category for one academic year only.

Application in prescribed form along with attested xerox copies of all certificates and complete bio-data should reach the undersigned within fifteen days from the date of publication of this advertisement. The prescribed form can be obtained from the Central Office of Bharati Vidyapeeth, Bharati Vidyapeeth Bhavan, L.B.S., Marg, Pune 411 030 on payment of Rs.25/- in cash or by sending self-addressed envelope with Rs.3/- postage stamp affixed and crossed Indian Postal Order for Rs.25/-

**SECRETARY**  
Bharati Vidyapeeth



## FACULTY POSITIONS

### BARKATULLAH UNIVERSITY BHOPAL

Invitation to explore joining our Quest of Excellence as Member of Faculty : The University with excellent campus and Physical Facilities in the Lake City of Bhopal is poised for a take off to academic excellence and invites academicians to explore their association with it in the following available positions. Applications in the form available from Registrar (personally or by mail) by a DD of Rs.100/- or on plain paper (for those abroad) should reach him completed by May 31, 1999 :

**Abbreviations :** G-General, SC-Scheduled Caste, ST-Scheduled Tribe, OBC-Other Backward Caste, P-Professor, R-Reader, L-Lecturer.

\*Computer Science (P-1-G, R-1-SC) \*Computer Applications (P-1-G, R-1-G, L-1-SC) \*Electronics (P-1-G, L-1-ST) \*Physics (R-1-OBC) \*Information Technology (P-1-G) \*Mathematics (Computation/Modelling) (P-1-G) \*Energy Management (P-1-G) \*Environment Management (P-1-G) \*Applied Geology (P-1-G, R-1-G, L-2-ST) \*Bio-Science (P-1-G) \*Limnology (P-1-G, L-2, 1-G, 1-ST-Leave Vacancy) \*Genetics (R-1-G, L-1-G) \*Microbiology (R-2,1-ST, 1-G, L-2,1-ST, 1-OBC) \*Bio-Technology (P-1-G, R-1-SC, L-2-G) \*Law (P-1-G, R-1-ST, L-2, 1-G,1-SC) \*Commerce (P-1-G,R-1-SC, L-1-OBC) \*Psychology (P-1-G) \*Sociology (P-1-G-Leave Vacancy, L-1-G) \*Regional Planning and Economic Growth (P-1-G, R-1-G, L-3, 2-G, 1-ST) \*Persian (P-1-G, L-1-G) \*Sanskrit (R-1-G) \*Pali/Prakrit (R-1-G) \*Management (P-1-G, R-1-G, L-3, 2-G,1-SC) \*Bio-Chemistry/Organic Chemistry (L-1-G) \*Director, Minority Coaching (1-G-Leave Vacancy) \*Dean, College Development Council (1-G) \*Scientific Officer (USIC) (1-G) \*Project Officer (Adult Education) (1-G) \*Tribal Language (L-1-OBC).

### SELF FINANCE PROGRAMMES

\*Dy. Director, Distance Education -1-G (Reader Grade) \*Director/Principal -1-G (Engg. College) \*Professor-3 (1-G-Computer Science & Engg., 1-G-Electronics & Computer Engg., 1-G-Mechanical Engg.) \*Assistant Professors-4 (1-G-Mathematics, 1-G-Civil Engg. & Applied Mech., 1-G-Electronics & Computer Engg., 1-G-Mechanical Engg.) \*Lecturers-17 (1-G-Chemistry, 1-G-Mathematics, 1-G-Physics, 2-G-Humanities & English, 2-G-Civil Engg. & applied Mech., 3-G-Mech. Engg., 1-G-Electrical Engg., 3-G-Electronics & Computer Engg., 3-G-Computer Science & Engg.) \*Director/Professor-1-G (Pharmaceutics/Pharmaceutical Chemistry/Pharmacognosy) \*Reader-1-G (Pharmaceutics/Pharmacological Chemistry/ Pharmacognosy) \*Lecturer-2-G (Pharmaceutics/Pharmacological Chemistry/Pharmacology)

**Note :** 1.The state supported appointments are subject to reservation rules in force at that time, including 33% reservation for women. 2. Qualification and pay scale are as per UGC/AICTE norms. 3. The University can consider candidates suggested by experts. 4. The University may also consider retired Professor for Self financing programmes. 5. Specialisation for various posts are furnished with the form. 6. The University has the right to cancel/postpone the courses of selection without any notice and reasons being shown.

Fame

Registrar

**M.B.A. Two Year Full Time ADMISSION NOTICE 1999-2000**



**RAJASTHAN VIDYAPEETH (DEEMED) UNIVERSITY  
INSTITUTE OF MANAGEMENT STUDIES  
(AICTE APPROVED)  
PRATAPNAGAR, UDAIPUR-313 001**

**Seats :** 60 (Open/Merit - 30 & Company/NRI Sponsored - 30) MBA with specialisation in International Business/ Tourism & Travel Management/Marketing/Finance

**Eligibility :** Graduation with atleast 50% (First Degree under 10+2+3). Those appearing at Final Year Degree Examination can also apply.

**Selection Procedure :** (a) Written Test on Sunday, June 13, 1999 at Gurgaon, Jaipur, Jodhpur, Kota, Lucknow and Udaipur. (Centres may be added/deleted) (b) GD & PI at Udaipur. (c) Academic Career and Experience will also be counted for overall merit.

Company/NRI Sponsored and those candidates who have scored atleast 50% at the MAT/RMAT will be exempted from the Written Test.

**Bulletin and Application Form :** Please send a Bank Draft for Rs. 350/- favouring "Director, IMS" and payable at Udaipur to get the Form by Speed Post.

**Counter Sale :** Rs. 300/- in cash at the Institute.

**Last date for receiving the completed forms :** May 30, 1999.

**Dr. B.P. Bhatnagar**  
(Director)

**Dr. Lalit Pandey**  
(Registrar)

Telefax (0294)421318(R) 490040(O) 492440(Fax) Tel (0294)418349(R) 492441(O)



**SPORTS AUTHORITY OF INDIA  
LAKSHMIBAI NATIONAL COLLEGE OF  
PHYSICAL EDUCATION,  
KARIVATTOM P.O., TRIVANDRUM-695 581, KERALA  
ADMISSION NOTICE**

Applications are invited from eligible candidates upto 5th July, 1999 for admission to (a) 3-Year Bachelor of Physical Education Course (BPE) and (b) 2-Year Master of Physical Education (MPE) commencing 15th July, 1999 on prescribed form contained in the College Prospectus which is obtainable from the Office on payment of Rs. 30/- in cash (on college counter) or Rs. 45/- through a Bank Draft drawn in favour of the Principal, payable at State Bank of Travancore, Kariavattom, Trivandrum-695 581, for it to be sent by registered post.

**SPECIAL FEATURES :**

- # Preferences in admission to winners of the First Three Positions in the National/All India Inter-University Sports Competitions.
- # A number of scholarships in all classes available for meritorious excellence in sports and academics.
- # Free lodging for all categories of students.
- # 20% seats reserved for SC/ST candidates.
- # Excellent training facilities for promising sports-persons.
- # Computer training for Master Degree students.

**PRINCIPAL**



# CLASSIFIED ADVERTISEMENTS

## SRI VENKATESWARA UNIVERSITY : TIRUPATI

Advertisement No. E.11(2)/Adv/L/99(1), dated 08-04-99

Applications are invited in the prescribed form for the following vacancies of Associate Professors and Assistant Professors in the University service on or before 5.00 p.m. on 28-05-1999.

Sr. No.	Department	Associate Professor	Assistant Professor
---------	------------	---------------------	---------------------

### GROUP - 1 (ARTS)

1.	Ancient Indian History Culture & Archaeology	1 (ST)	—
2.	Business Management	1 (ST)	—
3.	Commerce (Cuddapah)	1 (ST)	—
4.	Econometrics	—	1 (ST)
5.	Economics (Kavali)	1 (SC)	1 (ST)
6.	Education	2 (1 SC, 1 ST)	—
7.	Hindi	1 (SC)	1 (ST)
8.	History	—	1 (ST)
9.	Law	—	1 (ST)

### GROUP - II (SCIENCES)

10.	Botany	1 (ST)	1 (ST)
11.	Chemistry	1 (SC)	—
12.	Chemistry (Cuddapah)	—	1 (ST)
13.	Geography	1 (SC)	1 (ST)
14.	Geology (Cuddapah)	1 (ST)	1 (SC)
15.	Home Science	—	1 (ST)

### GROUP - III (ENGINEERING & TECHNOLOGY)

16.	Chemical Engineering	1 (ST)	2 (1 SC, 1 ST)
17.	Civil Engineering	1 (ST)	1 (ST)
18.	Computer Applications	1 (SC)	1 (ST)
19.	Electrical & Electronics Engg.	—	1 (ST)

Note : ST = Scheduled Tribe, SC = Scheduled Caste

Advertisement No. E.11(2)/Adv/L/P/99(2), dated 09-04-99

Sr. No.	Department	Professor
---------	------------	-----------

### GROUP - 1 (ARTS)

1.	Adult Education	1
2.	English	1
3.	History	1
4.	Philosophy	2
5.	Political Science & Public Administration	1

### GROUP - II (SCIENCES)

6.	Botany	2
7.	Chemistry	1
8.	Geography	1
9.	Geology	2
10.	Library Science	1
11.	Physics (Tirupati)	1 (Ty)
12.	Physics (Kavali)	1
13.	Psychology	1
14.	Statistics	1
15.	Virology	1
16.	Zoology (Tirupati)	2
17.	Zoology (Kavali)	1

### GROUP - III (ENGINEERING & TECHNOLOGY)

18.	Civil Engineering	3
19.	Computer Applications	1
20.	Electrical & Electronics Engg.	1 Ty
21.	Mechanical Engineering	1

Note : Ty = Temporary

Advertisement No. E.11(2)/Adv/L/OTHERS/99(3), dated 12-04-99

Sr. No.	Department	Professor	Associate Professor	Assistant Professor
---------	------------	-----------	---------------------	---------------------

### OTHERS :

1.	Academic Staff College	—	1	—
2.	Adult Education Extension	—	1	—
3.	Arabic, Persian & Urdu	—	1	2
4.	Area Studies	—	1	3
5.	Foreign Languages & Linguistics	1	—	1
6.	Future Studies	—	1	2
7.	Performing Arts	1	1	2
8.	Vocational Courses	—	—	—
	Seri Culture	—	—	1
	Aqua Culture	—	—	1

Advertisement No. E.11(2)/Adv/L/R-GR. 1/99(4), dated 13-04-99

Sr. No.	Department	Associate Professor
---------	------------	---------------------

### GROUP - 1 (ARTS)

1.	Commerce (Kavali)	1 (OC)
2.	Economics	1 (SC)
		Ty (W)
3.	English	3 (1-SC, 1-BC-A, 1-OC)
4.	Hindi	1 (OC) (W)
5.	Law	1 (OC)
6.	Philosophy	1 (OC)
7.	Political Science & Public Admn. (Cuddapah)	1 (ST) (W)
8.	Population Studies	1 Ty (OC)
9.	Sanskrit	1 (OC)
10.	Tamil	1 BC-B
11.	Telugu	1 (OC)

Note : OC = Open Competition, SC = Scheduled Caste, ST = Scheduled Tribe, BC = Backward Class, Ty = Temporary, W = Women

Advertisement No. E.11(2)/Adv/L/R-GR. II/99(5), dated 15-04-99

Sr. No.	Department	Associate Professor
---------	------------	---------------------

### GROUP - II (SCIENCES)

1.	Botany	2 (1 OC, 1 BC-B)
2.	Chemistry	4 (1 SC, 1 BC-D, 1 OC, 1 OCW)

Note :

② The post is advertised filling under Special Recruitment Drive for filling backlog.

1. Roman figure in the bracket shows the time of advertisement.

2. Reservation for VJNT categories are internally transferable. If VJ (A)/NT(B) candidates are not available the post is filled in by transferring categories internally viz NT (C)/NT (D) category candidates.

3. If particular reserved candidates are not available, then open candidate/s will be temporarily appointed for one academic year only. Such appointed candidates will have to claim or legal right on the said post if particular reserved candidates become available during the next year/s.

4. Reserved candidates are advised to send a copy of their application to the Dy. Registrar, Special Cell, Shivaji University, Kolhapur-416 004.

5. Reserved candidates who are domiciled out of Maharashtra State will be treated as Open category candidates.

6. For Lecturer's post one post from open category and four posts from reserved category will be filled in from available female candidates.

If female candidate is not available the post will be filled in from the male candidate of the respective category.

7. For open female candidate belonging to "Creamy layers" shall not be held eligible for benefits of women reservation as specified in G.R. Women and Child Welfare Department No. Misc/1096/Pr. Kr. 30/Ka2 dated 1-8-1997.

8. Experience, Educational Qualifications, Age limit, & Pay Scales and service conditions will be as per Shivaji University, Kolhapur. The details regarding educational qualifications will be supplied to the candidates on demand.

9. Apply giving full particulars within a month from the date of publication

of this advertisement to the undersigned.

Dr. A.D. Shinde

Place : Kolhapur

DIRECTOR

Agricultural Development Trust's  
Shardabai Pawar Mahila College  
(Arts, Commerce & Science)  
Shardanagar, Malegaon (BK) Tal.  
Baramati, Dist. Pune-413 115  
(Affiliated to University of Pune,  
Id. No. PU/PN/ACS/098 (1993))

## WANTED

Applications are invited for the posts of Full Time Lecturers for the academic year 1999-2000 in Science Faculty of Senior College which is partly granted.

S. Subject No.	Posts	Post reserved for
1. Botany	1	SC***
2. Microbiology	1	SC***
3. Zoology	1	SC**

Note : '\*' Indicates No. of times post advertised.

### 1. Qualifications :

a) Master's Degree in the relevant subject with at least 55% marks or its equivalent grade and good academic record.

b) The candidate must have also passed UGC's NET or State Govt's SET Examination.

2) Pay scales and service conditions will be as per Pune University and State Govt. Rules.

3) Nature of Post i.e. full-time or part-time will depend upon the availability of workload.

4) Applicants who are employed are requested to send their applications through proper channel.

5) Backward class candidates are advised to send one copy of their application to The Deputy Registrar, (Reservation Cell) University of Pune.

6) If SC candidate is not available, then

open candidate will be temporarily appointed for one academic year only. Such appointed candidates will have no claim or legal right on the said post if particular reserved candidate becomes available during the next year.

7) Applications along with attested true copies of certificates and testimonials should reach the Principal on above address within 15 days from the publication of this advertisement.

8) Enclose one self addressed envelope affixed with Three Rupees postage stamp along with application.

S.S. Shewale Dr. D.G. alias Appasaheb Pawar  
PRINCIPAL CHAIRMAN

## RAJAGIRI COLLEGE OF SOCIAL SCIENCES

Kalamassery, Kerala-683 104  
(Affiliated to Mahatma Gandhi University,  
Kottayam)

The premier postgraduate institution offering courses in management and social work invites applications for the post of

1. Lecturer in Social Work (Leave Vacancy)

2. Lecturer in Personnel Management & Industrial Relations (Substantive Vacancy)

### Eligibility

Postgraduation in concerned discipline with not less than 55% marks. The candidates should also satisfy other academic requirements prescribed by UGC M.G. University & Government.

### Selection

Subject to UGC regulations.

### Pay

UGC scale as per the norms of the State Government.

Application form and other details can be had from the office on payment of Rs. 300/- in cash or by sending a D.D. for Rs. 330/- drawn in favour of the Principal payable at Ernakulam. Filled in application should reach the college within one month from the date of appearance of this notification.

Kalamassery  
Date 22-4-1999

MANAGER



# KURUKSHETRA UNIVERSITY KURUKSHETRA

## ADMISSION NOTICE 1999-2000

- A) FOR ADMISSION IN M.C.A. COURSE IN THE DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS AND AFFILIATED INSTITUTES OF K.U.K. AND M.D. UNIVERSITY, ROHTAK.
- B) FOR ADMISSION IN M.TECH. IN COMPUTER SCIENCE & ENGINEERING AND M.SC. COMPUTER SCIENCE (SOFTWARE) COURSE AT DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS, KURUKSHETRA UNIVERSITY KURUKSHETRA.

**Date of Entrance Test : 28.6.1999**

Applications are invited for admission to the following courses :

### FOR M.C.A. COURSE :

#### **1) KURUKSHETRA UNIVERSITY, KURUKSHETRA :**

- a) Department of Computer Science & Applications, K.U.K.
- b) Guru Nanak Khalsa Institute of Technology and Management, Yamuna Nagar.

### ELIGIBILITY

The minimum qualifications for admission to M.C.A. Course shall be as follows :

#### **) General Candidates :**

Bachelor's Degree with English as one of the subsidiary subjects with at least 60% marks in aggregate and must have passed any two of the subjects i.e. Physics/Mathematics/Electronics/Computer Science/Computer Applications/Chemistry or Industrial Chemistry/Statistics/Management/Economics.

OR

B.Sc. (Engineering) or B.Tech. or B.E. or B.Sc. (Hons) in Physics/Mathematics/Electronics/Computer Science/Statistics/Economics or B.Com. with at least 60% marks in the aggregate.

OR

Bachelor's Degree/Post-Graduate Degree in any subject with at least 60% marks in Post-B.Sc. Diploma in Computer Science & Applications/Post Graduate Diploma in Computer Applications or Post M.A. or M.Sc. Diploma in Computer Science.

#### **) Scheduled Castes and Scheduled Tribes Candidates :**

Minimum pass marks in the qualifying examinations.

**Note :** 5% relaxation in minimum eligibility conditions for blind candidates.

#### **2) M.D. UNIVERSITY, ROHTAK :**

- a) Institute of Management & Technology, Ballabhgarh, (Faridabad).
- b) Hindu Institute of Management, Sonapat.

### ELIGIBILITY :

candidate is eligible to M.C.A. Course if :

he/she has passed, as a qualifying examination, under 10+2+3 pattern, a Bachelor's Degree in Science, Commerce, Management. Social Science or Engineering of this University, or an examination of any other University recognised by this University as equivalent thereto, obtaining not less than 60% marks in aggregate; (Minimum pass marks for SC Candidates) and



- b) has passed, not less than three academic years previously the 10+2 (or equivalent) examination, with Mathematics as one of the main subjects.

**FOR M.TECH. IN COMPUTER SCIENCE & ENGINEERING AND M.SC. COMPUTER SCIENCE (SOFTWARE) COURSE AT DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS, KURUKSHETRA UNIVERSITY KURUKSHETRA :**

**ELIGIBILITY :**

**1. General Candidates :**

**A. For M.Tech. in Computer Science & Engineering :**

Master's Degree (Sc./Tech.) in Computer Applications/Computer Science (Software)/Mathematics/Physics/Statistics/Operations Research/Electronics/Applied Geophysics with at least 60% marks (55% for NRI/Sponsored Category) in aggregate.

OR

M.Sc. (Atmospheric Science) passed from this University with 60% marks (55% for NRI/Sponsored Category) in aggregate.

OR

B.E./B.Tech. or equivalent Degree in Electronics & Communications Engineering/Computer Science & Engineering/Electrical Engineering/Instrumentation Engineering/Electronics & Instrumentation/Instrumentation & Control/Electronics Engineering/Computer Technology with at least 60% marks (55% for NRI/Sponsored Category) in aggregate.

Note : Admission to M.Tech. in Computer Science & Engg. will be made on the basis of NET/SET/GATE/Qualifying Examination and there will be no entrance test.

**B. M.Sc. Computer Science (Software) :**

B.A./B.Sc. with Computer Science or Computer Applications as one of the subjects with 60% marks in the aggregate.

OR

B.Sc. (Hons) in Computer Science with 60% marks in the aggregate.

OR

Post-B.Sc. Diploma in Computer Science & Applications (DCA)/Post Graduate Diploma in Computer Applications with at least 60% marks in the aggregate.

**2. Scheduled Castes and Scheduled Tribes Candidates :**

Minimum pass marks in the qualifying examination.

Note : 5% relaxation in minimum eligibility conditions for blind candidates.

Prospectus (Code No. CA-99) containing Details and Admission Form can be had from the Manager (P&P) K.U., Kurukshetra-136 119 by remitting a sum Rs. 525/- (Rs. 275/- for SC/ST) by Crossed Bank Draft in favour of the Registrar, K.U. Kurukshetra payable at Kurukshetra/Thanesar, if required by Regd. Post price at counter is Rs. 500/- (Rs. 250/- for SC/ST). This includes Entrance Test Fee. While sending request mention Prospectus Code No. and send two self addressed slips.

LAST DATE FOR RECEIPT OF APPLICATION FORM IS JUNE 10, 1999 UPTO 4.00 P.M. IN THE OFFICE OF THE CHAIRPERSON, DEPT. OF COMPUTER SCIENCE & APPLICATIONS, K.U. KURUKSHETRA.

Prospectus will be available for sale from 18th May, 1999.

**REGISTRAR**